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ABSTRACT

A self-evaluation report by the Mennonite College of Nursing, which is applying for candidacy status with the North Central Association of Colleges and Schools, is presented. Information is provided on the evolution of the program and the program evaluation process, as well as strengths and concerns of the college and plans for further development. After tracing the heritage of the college, including its beginnings in 1919 and its growth into a diploma school of nursing, attention is directed to four accreditation criteria and the efforts of the college to meet each criteria. Areas of concern include: the institutional mission of the college and its parent institution, the Mennonite Hospital Association; governance; organization and administration; faculty; staff support; students; student services; library resources; facilities; the educational program; and financial resources. The mission of the college focuses on professionalism, value affirmations, and balance between the academic and the experiential aspects of the nursing program. As a single purpose upper-division institution, the college integrates and builds upon general education obtained from other postsecondary institutions. Graduates of Mennonite College of Nursing receive a Bachelor of Science degree in Nursing. (SW)

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SELF-STUDY REPORT FOR CANDIDACY

Prepared by

MENNONITE COLLEGE OF NURSING

for the

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SCHOOLS

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January 1984

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I. INTRODUCTION

Background to Study

Mennonite College of Nursing is a single purpose upper-division baccalaureate institution which offers a program in nursing. It is located in Bloomington, Illinois, and is part of the Mennonite Hospital Association. The College admitted its first class of students in September of 1983 and is presently applying for candidacy status with the North Central Association of Colleges and Schools of the Commission on Institutions of Higher Education. Upon graduation of the first class in 1985, Mennonite will seek accreditation in accordance with North Central Association guidelines. The College continues a successful educational precedent established by the Mennonite Hospital School of Nursing and, therefore, has an experiential base in education which is unique for a new institution. However, the program is developing as an entity and is founded on sound principles of higher education. The Mennonite College of Nursing submits the following document as evidence of a self-study process in preparation for a site review by North Central Association consultant evaluators.

Purpose of Study

The purpose of this study is to provide Mennonite College of Nursing and the North Central Association of Colleges and Schools

with preliminary and basic data concerning the development and operation of the College. Based on this data, the institution's strengths and weaknesses have been identified and an ongoing systematic process for program evaluation has been established. As a basic part of accreditation, this data analysis provides insight into the functioning of a new program and serves as the initiator for growth and development in the years ahead.

Organization of Self-Study

The study is descriptive and historical in design. Since the College has not, to date, had a graduate, the study is primarily concerned with the evolution of the program and description of mechanisms which have been designed to evaluate the program as it develops. Strengths and concerns of the Institution are identified and plans for further development and implementation of the program are outlined.

The self-study of the College was conducted under the guidance of the Dean. A faculty committee entitled Research and Program Evaluation Committee is responsible for, among other concerns, serving as a steering committee for the institutional self-review. Therefore, this committee logically became a task force for the self-study organization. Eight work groups were assigned various segments of the study to prepare and evaluate. These work group assignments were based upon interest areas and organizational position descriptions. A format for studying various components of the program was determined to address the

questions: What is in place? What is in process? What are the plans for evaluation and development? Utilizing the results of the work groups, the committee, chaired by the Assistant Dean, analyzed the program for strengths and concerns and concurrently began structuring a plan for ongoing program evaluation.

The results of the self-study process remain descriptive at this time and will be more quantifiable as the program evolves. At the time accreditation is sought more objective types of evaluation will have been completed.

The self-study is reported in the following way: A general historical overview is presented to assist the reader in recognizing the educational and specialized accreditation base from which the College has developed. Second, the results of the study are presented in descriptive-narrative form and related to the Evaluative Criteria for candidacy. Third, a summary statement identifying the institution's intent to continue to pursue accreditation is included. Finally, attached are general institutional requirements which provide an overall summary of preliminary information and college functioning and the basic institutional data forms. The study, in total, provides evidence of Mennonite College of Nursing as a viable candidate for North Central Association accreditation.

II. HISTORY

Mennonite College of Nursing was founded upon an educational heritage which spans more than sixty years. Throughout the evolutionary period leading to the development of the College, the central focus of a Christian concern for health has dominated the mission and philosophy of the educational program. Nursing education has changed dramatically during this time and the establishment of the College represents a response to the changing trends in professional education and the rapidly changing societal norms.

Historically, the College heritage began in 1919 when the Mennonite Sanitarium Association was organized by church leaders in order to provide Christian care to the ill and injured. At the same time the mission of "training" nurses began and was implemented through the Mennonite Sanitarium Training School.

The 1930s brought progress in standards of the School of Nursing, and high school graduation became a prerequisite for entering the school. Specialized instruction in various forms of nursing was offered, and the program by then covered three years instead of two. In 1932 the school became fully approved by the State Department of Education and Registration. In 1939 the name of the association was officially changed to Mennonite Hospital Association, and the school began expanding its curriculum.

During the 1940s the School of Nursing took a rather unique position for a diploma school of nursing. It required students

to take liberal arts courses at neighboring Illinois State University. This was not the norm in diploma education. It was at this early period that Mennonite's commitment to higher education began to be affirmed in both philosophy and practice.

This commitment was strengthened during the 1950s as the nursing curriculum was reorganized to include a six month "preclinical" program consisting of basic liberal arts and sciences courses at Illinois State University. Although the school obviously valued the clinical work the student was completing concomitantly, the emphasis on a strong theoretical and scientific base underlying nursing was deemed important. The remaining two and one-half years of the program were devoted to preparing the student to function professionally through extensive classroom and clinical studies.

The 1960s were characterized by a new emphasis on baccalaureate nursing education. As a result, diploma schools received much pressure to close. Mennonite Hospital School of Nursing responded to these changes by developing its curriculum according to the principles of higher education. The curriculum was revised to include thirty semester hours of basic courses in the sciences and humanities. The length of the diploma educational program was changed from three calendar years to three traditional nine month academic years. In 1965 the Board of Trustees of Mennonite Hospital Association established a policy-making Board for the School of Nursing. This decision committed the School to develop an increasingly independent

financial base. These efforts culminated in 1968 at which time the School received full accreditation from the National League for Nursing (NLN).

The School of Nursing demonstrated innovative curricular approaches in diploma nursing education in the 1970s. Many of the approaches were characteristic of baccalaureate nursing education. The curriculum centered around the nursing process and involved community agencies as clinical sites, an elective transcultural experience and personal growth seminars. During this decade Mennonite received continuing full accreditation by the National League for Nursing as it did again in 1980.

In 1978 a long range academic plan was developed with the assistance of an external educational consultant. Alternatives for the future of the School were identified. After considerable deliberation the Board of the School of Nursing directed the administration to explore the feasibility of offering a baccalaureate nursing program. Investigation focused on three major areas: a) non-traditional models of nursing programs, b) financial implications of such programs, and c) the position and role of various external organizations in the implementation of a non-traditional nursing program. The administration of the School completed a Baccalaureate Nursing Program Feasibility Study. In May, 1981 this study was accepted by the Committee of Nurse Examiners of the Illinois Department of Registration and Education.

With the acceptance of the Feasibility Study by the Committee of Nurse Examiners, authorization was given to the School to begin the planning phase of a single purpose upper-division generic baccalaureate nursing program. The faculty and administration responded enthusiastically and worked diligently to develop the baccalaureate program. Throughout the planning phase foremost consideration was maintaining the quality of the diploma program and effecting smoothly the phasing out of the diploma program and the phasing in of the baccalaureate program. After four years of intense work by the School, the Board of Trustees of the Mennonite Hospital Association ratified a recommendation from the School of Nursing Board that a baccalaureate nursing program be established. The last class of students admitted to Mennonite Hospital School of Nursing entered in the fall of 1982 and will graduate in May, 1985.

Utilizing the existing faculty organization structure, faculty committees began preparing for all phases of the baccalaureate program. Diploma School of Nursing business was conducted by the committees in regular session and then the committee functioned on an ad hoc basis for the development of various aspects of the collegiate program. A curriculum consultant was utilized in the development of the curriculum, and other expert resources were secured for the planning of other phases of the program. During this time, also, a financial development program specifically for the School was initiated under the guidance of a development consultant. Until that time,

the school had received benefits from development efforts of the Mennonite Hospital Association.

As the baccalaureate program was being designed and formalized, the School also obtained consultation from the National League for Nursing. The National League for Nursing provided input in all phases of the program development and has encouraged the School's non-traditional approach in nursing education as a definite advantage to career mobility within the profession. Likewise, the North Central Association provided consultation to the Institution throughout the development phases.

In order to coordinate the preparation of students for the upper-division nursing program, a consortial relationship has been established with seven postsecondary institutions. These institutions are Illinois State University, Illinois College, Springfield College, Augustana College, Eureka College, Monmouth College and Lincoln College. Although students were to be admitted after completing lower-division course work at any accredited college or university, the relationship of the College with these seven institutions facilitates the admission process since lower-division courses were approved by Mennonite College of Nursing.

The baccalaureate curriculum was approved by the State of Illinois Department of Registration and Education in November, 1982. At that time the Chairman of the School of Nursing Board publicly announced the establishment of Mennonite College of Nursing.

III. CRITERION ONE

The institution has clear and publicly stated purposes consistent with its mission and appropriate to a postsecondary educational institution.

Parent Institutional Mission

As noted in the Introduction, the rich heritage of Mennonite College of Nursing began in 1919. At that time members of area Mennonite churches established the Mennonite Hospital Association for the purpose of providing a Christian ministry through the delivery of health care services and educational programs. This purpose was originally carried out by operating a small hospital and a diploma school of nursing. The purpose is clearly stated in the original Articles of Incorporation:

> To build or acquire by purchase sanitariums and other medical facilities. To operate and maintain a school of nursing and any such other professional schools as are deemed desirable. To engage in such educational and scientific work as deemed necesssary or desirable. In general to do such other things as are incidental to the foregoing or necessary or desirable in order to accomplish the foregoing.

Today the Association is still committed to those values upon which it was founded, as seen in its 1983 mission statement.

> It is the mission of the Mennonite Hospital Association to provide for and facilitate the delivery of health and human services which improves the quality of life for the whole person across the lifespan, and to provide for the education of health professionals, recognizing and affirming the values and ideals of the Association churches.

The Association's mission statement reaffirms the commitment to the "education of health professionals" as being integral to the future of the Association. This educational mission is demonstrated by the three educational programs the Association supports. First, the Association helps to underwrite the Bloomington-Normal School of Radiography and provides opportunities for student clinical experiences. Second, as an organization within the Mennonite Hospital Association, the Illinois Pastoral Services Institute provides an accredited educational program for pastoral counselors in conjunction with Garrett Theological Seminary. Third, the Association has operated a school of nursing for 64 years.

College of Nursing Mission

The following mission statement of Mennonite College of Nursing was developed by the faculty and adopted by the Board of Mennonite College of Nursing on January 17, 1983. The statement

was ratified by the Board of Trustees of the Mennonite Hospital Association on January 24, 1983. The mission statement is published in the College Catalog and Student Handbook.

> The mission of Mennonite College of Nursing is to provide an upper-division baccalaureate nursing education in a context of basic religious and human values that gives the deepest meaning to life. The College was established by the Mennonite Hospital Association with the conviction that the education of professional nurses is best achieved in an institution committed to education and service. The spirit shared by the founders reflects basic beliefs about Christian life, including a commitment to following Christ in all of life, using the Bible as a guide to thought and action, recognizing that discipleship is voluntary and allows for essential freedom of conscience in the application of faith to life, and affirming love expressed through service as a way of relating most meaningfully to others. These basic Christian beliefs provide for the College its direction in articulating the values - including the responsible uses of nature, affirmation of the worth and dignity of all persons, recognition

of the wholeness of life, and promotion of life of peace - which it considers central to nursing education today.

Mennonite College of Nursing is an upper-division, single-purpose institution with a baccalaureate program that integrates and then builds upon the general education obtained from universities and community colleges. The College provides a balance between the academic and the experiential aspects of nursing education through its commitment to the improvement of health care and the advancement of the nursing profession. To provide a quality nursing education, the College recognizes its responsibility to

- Admit and retain qualified and motivated students who will accept the challenge to achieve the highest degree of preparation they are capable of for a professional career.
- Secure and retain academically and professionally qualified faculty who will share their insights and experiences in a manner which encourages openness and trust.
- Provide excellence in classroom and laboratory instruction.

- Provide a climate that motivates students to mature intellectually and personally.
- Maintain high standards which comply with the appropriate educational and professional accrediting board and organizations.
- Provide resources and facilities to support an educational program of high quality.
- Prepare graduates to be eligible to take and pass the licensure examination and pursue specialization in nursing through graduate study.
- Encourage faculty to participate in and contribute to research and scholarly activities for the advancement of nursing.
- Encourage participation by faculty, students and graduates in professional and community activities responsive to the health needs of society.
- Provide for continuity of the profession by educating individuals in professional attitudes, knowledge and skills.

Mennonite College of Nursing is a dynamic educational institution which respects the individuality of students and integrates

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The baccalaureate curriculum was approved by the State of Illinois Department of Registration and Education in November, 1982. At that time the Chairman of the School of Nursing Board publicly announced the establishment of Mennonite College of Nursing.

> diverse values and faiths into a holistic view of life. A graduate of the College should be prepared to make a significant contribution to nursing and to mankind.

This mission is carried out by recruiting qualified students and faculty as well as by providing the resources and facilities needed to support a professional educational program. A qualified student demonstrates motivation to obtain an education in professional nursing by completing and excelling in the prenursing curriculum and by demonstrating a service oriented commitment. Faculty appointments are made on the basis of academic and professional credentials as well as on a holistic orientation toward interpersonal relationships. In moving to a baccalaureate nursing program, the College of Nursing recognizes its increased responsibility to encourage faculty to engage in community service and nursing research. In fact, service and research, as well as teaching, are considered in determining an individual faculty workload. Nevertheless, this educational Institution will continue to emphasize what it historically has done best, that is, excellence in teaching.

The mission of Mennonite College of Nursing focuses on three key elements: professionalism, value affirmations, and balance between academic and the experiential aspects of the nursing program. A college education establishes the foundation for professional achievement and for personal and career satisfaction. As a single purpose upper-division institution

Mennonite College of Nursing integrates and builds upon general education obtained from other postsecondary educational institutions. The normal length of time required by a full-time student to complete the baccalaureate degree in nursing is four academic years. At the completion of the program Mennonite College of Nursing awards a Bachelor of Science degree in Nursing.

The full awareness and meaningful integration of value affirmation is emphasized in the mission statement of Mennonite College of Nursing since the ultimate mission of nursing education is the enhancement of the value and dignity of human life. Professional nurses are characterized in part by their ability to understand the human and social implications of their decisions and the ability to communicate clearly and persuasively. Value affirmations upon which all decisions are made require education in the humanities and liberal arts. Mennonite College of Nursing students have such a background. Moreover, the nursing major is designed to provide additional opportunities for personal value clarification and affirmation.

The mission also indicates that the College provides a balance between the academic and experiential components of nursing education. The lower-division program of study consists of 60 semester hours of general education. Of these, 40 hours are devoted to required courses and 20 hours to electives. This lower-division program provides interdisciplinary experiences for the students in order to encourage personal development and to

enhance their understanding of man within society while providing a humanistic basis for the study of nursing. The upper-division nursing major at the College extends over a period of two academic years with each year consisting of three quarters. Each quarter of the academic year provides for the practice of skills and the application of knowledge through a variety of classroom and laboratory experiences. Throughout each level the student has the opportunity to work with clients in acute care and community settings. It is in the clinical setting of nursing education that students learn to integrate the knowledge, attitudes and skills necessary to practice professional nursing. And it is in the clinical setting that students perceive the essence of human life, both in its scientific and humanistic aspects.

Advantages of the Mission

This mission provides unique advantages to students, faculty and the community. This educational program is designed to provide students: a) the preparation for a professional nursing career; b) academic excellence; c) individualized attention; d) a cost effective approach to obtaining a baccalaureate degree in nursing; and e) an opportunity to pursue an education at a private institution only, or to combine educational and cultural experiences in both public and private institutions.

The mission provides direction for curricular decisions as evidenced by the curriculum design in which general education in the humanities and the behavioral, biological, and physical

sciences are combined with the theory and practice of nursing. This equips the graduate with the broad understanding and skills needed for professional practice in a variety of settings. The curriculum provides the educational background necessary for graduate study for those who wish to continue their personal and professional development.

Faculty have the opportunity of obtaining a joint appointment in nursing education and nursing service. A decided advantage in being located on a hospital campus is the priority access to multiple and varied learning experiences. This affords faculty maximum flexibility in scheduling student experiences. It also provides opportunities for independent study and nursing electives involving clinical components. In such an environment, faculty members are able to provide students with ready access to resources in medicine, pastoral care, social work, and ancillary health sciences.

This educational mission benefits the community by addressing the critical need for increased members of baccalaureate prepared nurses who possess clinical expertise and attitudes that maximize their contribution to the health care system. This upper-division educational Institution also affords select colleges the opportunity to provide a nursing career alternative for their students that could not otherwise be offered.

IV. CRITERION TWO

The institution has effectively organized adequate human, financial and physical resources into educational and other programs so that it is accomplishing its immediate purposes.

Governance

The governing authority for Mennonite College of Nursing is vested in the Board of Trustees of the Mennonite Hospital Association, hereinafter referred to as "Trustees". The Mennonite Hospital Association was formed as a not-for-profit corporation on January 24, 1919. It is owned and operated by 64 churches in central Illinois representing several denominations. Currently, the Mennonite Hospital Association consists of seven organizations: Mennonite College of Nursing, Mennonite Hospital, Eureka Hospital, Management Systems for Health Care, Illinois Pastoral Services Institute, the Wellness Program, and the Mennonite Health Care Foundation.

In 1965 in recognition of the School of Nursing as an educational entity of the Mennonite Hospital Association, rather than a department of Mennonite Hospital, the Trustees established a separate policy-making Board for the School of Nursing, hereinafter referred to as the "Board". A list of the members of the Board of Trustees of the Mennonite Hospital Association follows:

David Vinton - President

Design Engineer

Caterpillar Tractor Company

Flora Armstrong - Vice President

Civic Leader and Business Woman

Kenneth Ulrich - Secretary

Partner

Ulrich Insurance Agency

George Farnsworth, Jr. - Treasurer

Partner (Engineering Firm)

Farnsworth and Wylie

Kenneth Benjamin

Farmer

Dr. John Bertsche

Physician

Paul Bertsche

Farmer

R. Earl Grossmann

Vice President Grow

GROWMARK, Inc.

R. Stanley Hauser

Facilities Superintendent

Salem Children's Home

Clarence Noe

Retired Administrator of Higher Education

Lewis Plast

Vice President

State Farm Insurance Company

Ronald Schieber

Vice President

Bank of Carlock

Dr. George Shonat

Physician

Donald Vinson

Manager

Four Seasons Association

Dr. Rita Walsh

Physician

Dr. Lloyd I. Watkins

President

Illinois State University

Members of the Board of Mennonite College of Nursing follows:

Marietta Brandt

Registered Nurse

Retired Nurse Administrator

Dr. David K.Y. Chow

Physician

Nancy Froelich

Civic Leader and Business Woman

Richard Johnson

President McKnight Publishing Co.

Ruth Oesch

Registered Nurse

City of Bloomington

Dr. Arlan Richardson

Professor of Chemistry and Biological Sciences

Illinois State Unversity

Dr. Richard Zimmerman

Physician

Dr. Lloyd I. Watkins

President

Illinois State University

This significant decision reflected a change in philosophy and initiated a move away from the rather paternalistic role of hospitals in relation to the education of nursing students.

As stated in the Articles of Organization, the purpose of the Board is to

> establish a controlling body which can direct full attention to the School of Nursing so as to give proper attention to the demands of this institution.

Under the direction of the Board, the School made significant changes based on sound educational principles and developed a reputation as a quality nursing school. Given the changes in recent years in the philosophy of nursing education

and the expansion of the role of the nurse, it was a natural decision that the Board would recommend the establishment of a baccalaureate nursing program. The Trustees ratified this recommendation on January 17, 1982, with the conviction that the education of professional nurses is best achieved in an institution committed solely to comprehensive education and nursing practice. The establishment of Mennonite College of Nursing was publicly announced on December 1, 1982.

Subsequently, the Trustees amended the Articles of Organization on February 28, 1983, designating the Board of Mennonite Hospital School of Nursing to serve as the Board for Mennonite College of Nursing. This amendment also included the expansion of Board membership from eight to ten members in an effort to have greater community representation. Currently the Board of Mennonite College of Nursing consists of nine members including one representative from the Trustees. Other appointed members represent the Medical Staff, the Alumni Association, the educational community, the community at large and the professional employment communitiy. The President and the Dean of the College are ex-officio non-voting members of the Board. Other individuals may be appointed by the Trustees. Appointments to the Board are made for three-year staggered terms and may be made for a maximum of three terms.

The Trustees of the Mennonite Hospital Association are in the position of having first hand knowledge about the practice of nursing since it has the ultimate responsibility for the overall

quality of patient care and services provided by two hospitals. The Trustees are also responsible for providing leadership for improving the health care status of the community. Therefore, the Trustees must monitor public policy concerning the delivery of health care and maintain external relationships. As a result, the Trustees can respond knowledgeably and decisively to recommendations brought forth by the Board of Mennonite College of Nursing.

The Trustees of the Mennonite Hospital Association delegate responsibility to the Board of the Mennonite College of Nursing for policy development and control of the College of Nursing in all matters other than budget. The Board is responsible for selecting the Chief Executive Officer, for providing a qualified faculty, and for monitoring the effectiveness of the College of Nursing. The Board is obligated to assure that the Christian tradition of the sponsoring churches serves as an inspiration for the future of the institution. The Board delegates the administration to the President of the College and through this position to the Dean and other administrative staff of the Institution who delegate to the faculty the responsibility of teaching, service and research.

The Chairperson of the Board is the Executive Vice President of the Mennonite Hospital Association. Regular Board meetings are held five times a year. According to the Articles of Organization the Chairperson can call additional meetings as necessary. The Dean of the College serves as recording secretary.

The Board Chairperson, the President, and the Dean of the College plan the agenda. Approved minutes are filed along with other materials distributed at the meeting, in the administrative office of the College of Nursing. Policies approved by the Board are recorded in the minutes and printed in appropriate publications such as the Faculty Handbook, the Student Handbook, or Catalog. However, due to the difficulty of tracking and retrieving policy statements the Board has recently recommended that the administration establish a Board Policy Manual.

The activities, actions, and recommendations associated with these Board meetings are summarized in a written report and become a part of the materials sent to the Trustees of the Mennonite Hospital Association in preparation for the regular monthly meetings. The Chairperson of the Board of Mennonite College of Nursing, the President, and the Dean of the College attend the meetings of the Trustees and have an opportunity to address that group as appropriate. Approved minutes are filed with other materials distributed at the Trustee meeting in the administrative office of Mennonite Hospital.

Organization and Administration

The organizational structure of Mennonite College of Nursing is a part of a health care delivery system and yet its functional organization is simple and workable. In some ways it can be compared to the Illinois State System of Higher Education. For example, Illinois State University is governed by the Board of Regents which appoints administrators, establishes policies and

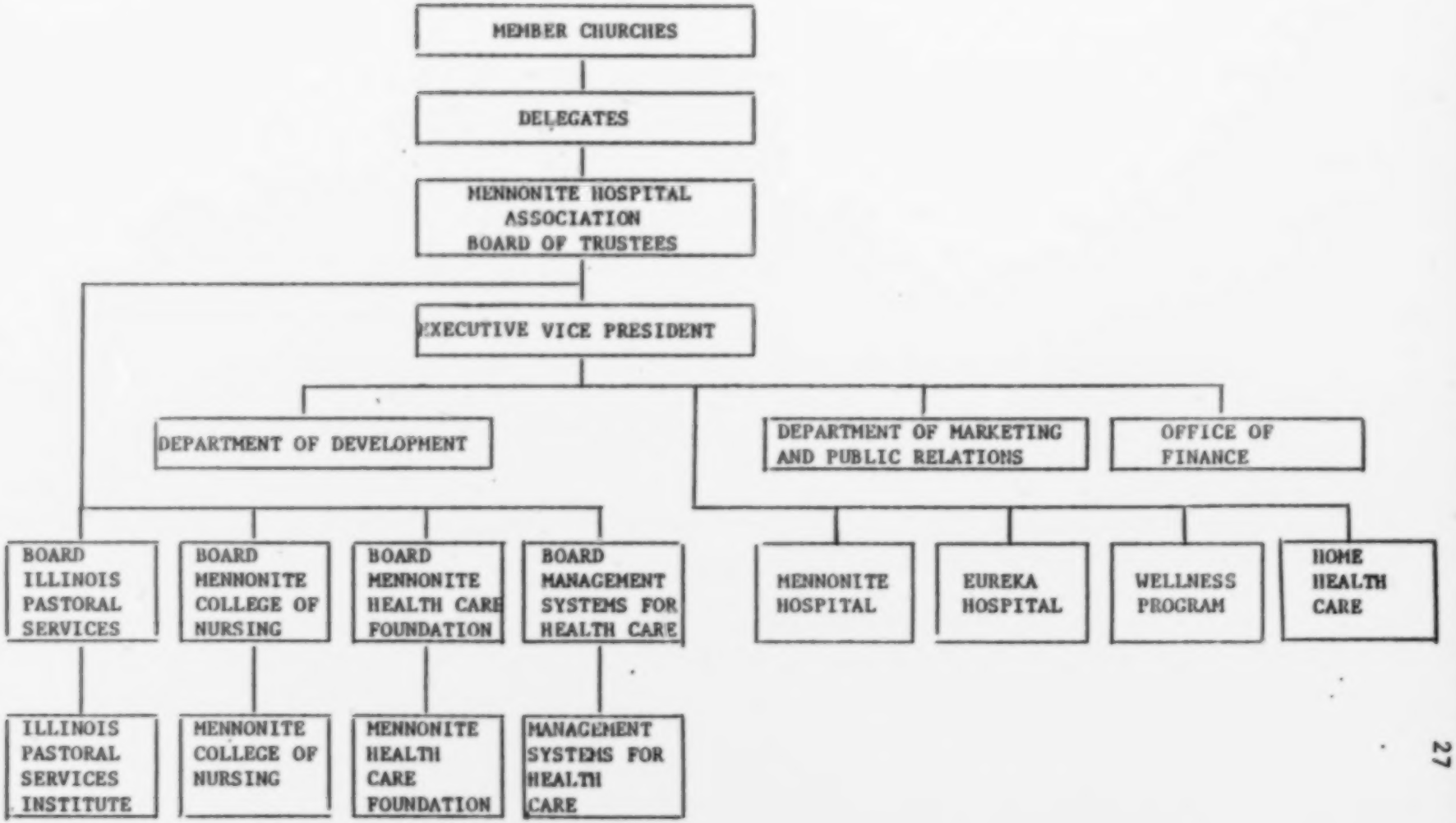
develops a budget. However, this budget is subject to approval by the Board of Higher Education and ultimately the legislators. So too the Board of Mennonite College of Nursing appoints the Chief Executive Officer, makes policies and develops a budget. This budget is also subject to approval by a higher board, the Board of Trustees of the Mennonite Hospital Association which is utlimately responsible to the church delegates.

As previously stated, the legal authority for the College of Nursing is vested in the Board of Trustees of the Mennonite Hospital Association. As such, it is the final Institutional authority and grants all degrees awarded by the Institution. However, it is understood that the Board of Mennonite College of Nursing is responsible for the operation of the College and for providing the overall direction of its program. It is significant to note that the Board has functioned effectively and productively with the Board of Trustees for 18 years. During this time every major decision made by the Board of the School of Nursing was ratified by the Trustees. This track record was possible because of the open communication and understandings that exist between the two Boards. In addition, the Chairperson of the Board is also the Executive Vice President of the Association. As such, the Chairperson is in the key leadership position within the Association, much like a chancellor over a university system, and therefore provides a broad perspective for the Board. It is anticipated that the productive relationship will continue between the College Board and the Trustees.

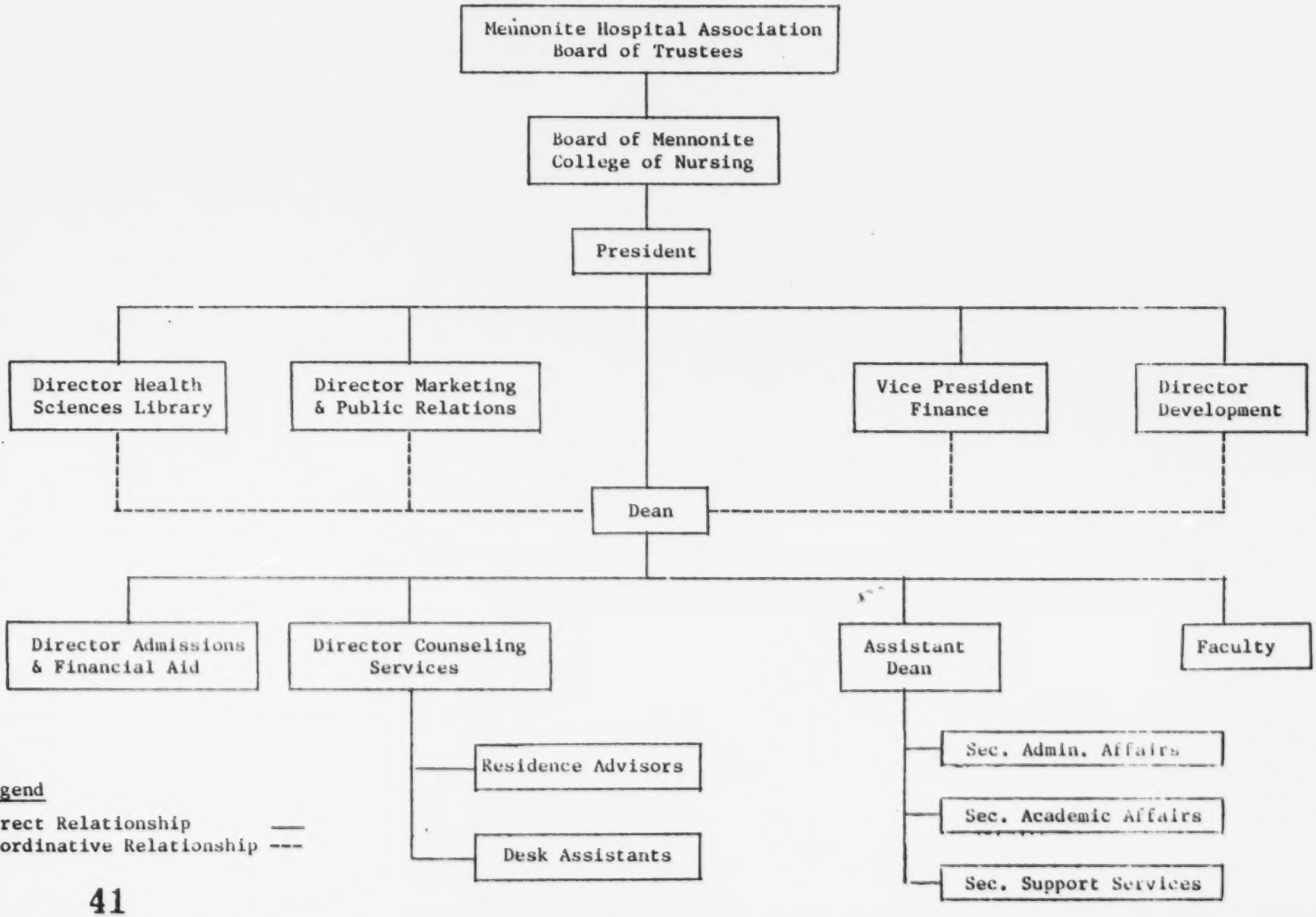
The corporate and Institutional organizational charts are presented on pages 27 and 28. These charts depict the lines of authority and responsibility relative to Mennonite College of Nursing. The corporate organizational chart diagrams the relationship of the seven organizations to the Board of Trustees. Also shown are three departments that provide essential services to each organization within the Association. These include development, marketing and finance. These departments are responsible to the Executive Vice President of the Mennonite Hospital Association.

The organizational chart of Mennonite College of Nursing reveals a simple and straightforward structure. The President of Mennonite College of Nursing serves as the chief executive officer, and reports to the Board of Mennonite College of Nursing. The Dean of the College serves as the chief operating officer and reports to the President. As indicated in the Articles of Organization of the College of Nursing Board, the primary role of the President is to: a) provide the overall administrative leadership in the development of new policies, programs, and services; and (b) oversee the development, coordination, implementation, and evaluation of the education program. The primary duties of the Dean include: a) participating in the development of administrative policy and to assuming responsibility for its implementation; b) directing the development, implementation, and evaluation of the educational program, and c) developing new programs and services in

MENNONITE HOSPITAL ASSOCIATION
CORPORATE ORGANIZATIONAL CHART



MENNONITE COLLEGE OF NURSING
ORGANIZATIONAL CHART



Legend

Direct Relationship ——
Coordinative Relationship ---

conjunction with the President. This chart also shows that the Assistant Dean, the Director of Counseling Services, the Director of Admissions and Financial Aid and the faculty have a direct reporting relationship to the Dean.

The Institutional organizational chart also indicates that several departments provide essential services to all entities within the association. The managers of these departments report directly to the President regarding matters pertaining to the College of Nursing. These people include the Director of the Health Science Library, Director of Marketing, the Vice President of Finance and the Director of Development. These same managers have a coordinative relationship with the Dean, providing vital services necessary to carry out the mission of Mennonite College of Nursing.

In keeping with the trends in health care toward a multi-institutional, system-oriented organizational structure, on November 28, 1983, the Board of Trustees voted to recommend to the ownership churches of the Mennonite Hospital Association that a consolidation of the Mennonite Hospital Association and Brokaw Health Care, Inc., be ratified. Steps are now underway to complete the legal requirements which are preliminary to the ratification vote by the ownership body. The consolidation of these two health care systems into a multi-institutional corporation will enhance the clinical resources available to nursing students and the financial base of operation for the College.

The new corporation, yet to be named, will be made up of two divisions: a hospital division and corporate division. The College will be aligned with the corporate division and will continue to report to the College Board as in the present organizational structure. The mission statement for the new corporation will represent a consolidation of the existing mission statements for the Mennonite Hospital Association and Brokaw Health Care, Inc.

It is anticipated that ratification of the consolidation will occur in the summer of 1984 followed by a one year planning and transition period. The consolidation of the two organizations into a new corporation should be complete by the summer of 1985.

Administrative Officers and Staff. The administrative officers and staff of Mennonite College of Nursing possess the competencies necessary to carry out the institutions' mission. Jacquelyn S. Kinder, Ed.D., was appointed to the position of Chief Executive Officer and President by the Board of Mennonite College of Nursing on November 15, 1982. Having a long-standing relationship with the Mennonite Hospital Association, Dr. Kinder served as Director of Mennonite Hospital School of Nursing for a period of 12 years and was subsequently appointed to the position of Vice President--Nursing. In this latter role, she carried responsibilities that spanned two entities within the Mennonite Hospital Association, with administrative responsibility for the School of Nursing and for nursing practice at Mennonite Hospital.

In June, 1983, Dr. Kinder was appointed to the position of Chief Operating Officer for Mennonite Hospital. This dual appointment as Chief Operating Officer of Mennonite Hospital and President of Mennonite College of Nursing facilitates a supportive relationship between the educational and health care entities of the Association and serves to further the Association's missions.

With a separate position for each of these two roles, Dr. Kinder reports to the Chairperson of the Mennonite College of Nursing Board in the role of President and to the Association's Chief Executive Officer in the role of Chief Operating Officer for Mennonite Hospital.

Dr. Kinder is highly qualified for the position of President of Mennonite College of Nursing. She understands nursing education and nursing practice. Dr. Kinder's doctoral degree is in educational administration, and she has served as an educational administrator for 17 years. She serves on the advisory committee for the Department of Educational Administration at Illinois State University and also serves on doctoral dissertation committees. Dr. Kinder brings to the College a national perspective on nursing and the nursing profession as President-elect of the National League for Nursing. In this capacity she meets regularly with the national leaders in the American Nurses Association and the American Association of Colleges of Nursing. Dr. Kinder has been appointed and/or elected to a variety of positions relative to the delivery of health care in the State of Illinois. Given her current

positions at the local, state and national level, Dr. Kinder is well informed on issues regarding health care, the practice of nursing and the education of nurses.

Kathleen A. Hogan was appointed to the position of Chief Operating Officer and Dean by the Board of Mennonite College of Nursing on November 15, 1982. Mrs. Hogan also has had a long-standing relationship with the Mennonite Hospital Association. She served Mennonite Hospital School of Nursing as a faculty member and course chairperson for 11 years and as Director for four years. She has been instrumental in the development and implementation of the baccalaureate program. Mrs. Hogan is a doctoral candidate at Illinois State University. She has completed two master's degrees, one in curriculum and instruction and the other in nursing. Mrs. Hogan has published and is active in professional and community organizations.

The Dean's administrative staff is composed of the Assistant Dean, the Director of Counseling Services and the Director of Admissions and Financial Aid. The administrative staff usually meets with the Dean of the College weekly to advise her on all matters of administrative policy.

The Assistant Dean is appointed by the Dean of the College with the advice of faculty. This person coordinates the assessment, planning, implementation, and evaluation of the curriculum. The Assistant Dean directs the maintenance, security and improvement of the physical facilities and assists the Dean with selected administrative projects.

The Director of Counseling Services is appointed by the Dean of the College with the advice of faculty. This person establishes and maintains a quality program of counseling services designed to meet the educational and developmental needs of students. Responsibilities include the administration of student services in the areas of individual and group counseling, residence hall counseling and programming, paraprofessional training, housing, student health, preview day and student orientation.

The Director of Admissions and Financial Aid is appointed by the Dean of the College with the advice of faculty. This person is responsible for the administration of student services in the area of recruitment, admissions and financial aid. The Director also serves as the registrar.

The Director of the Health Science Library is appointed by the President of the College and provides an organized source of health sciences books, journals, references and other resources in the hospital and School/College of Nursing. The Director serves as consultant and resource person for the library needs of students, faculty and staff.

Decision-making. The decision-making process within the College is understood by the various components of the Institution's community. The business of Mennonite College of Nursing is conducted at various organizational levels. The faculty of the College conducts business as the Faculty Organization of Mennonite College of Nursing. Bylaws governing

this organization were approved by the faculty on September 26, 1983. The Faculty Organization is responsible for establishing and evaluating select policies and procedures relative to faculty affairs, academic affairs and student affairs. The faculty carry out these responsibilities through four standing committees including: Educational Standards Committee, Curriculum Committee, Faculty Evaluation and Development Committee, and Research and Program Evaluation Committee. Students are represented on all but the Faculty Evaluation and Development Committee. The Faculty Organization meets monthly to act on recommendations from standing committees.

Areas of decision-making by the administrative staff include select areas regarding student life, facilities and resources. The administrative staff obtains input from faculty and students as appropriate before making decisions. The activities and decisions made by the administrative staff are reported in the monthly Faculty and Staff Bulletin.

In consultation with the President, the Dean makes decisions on appointment, promotion, and dismissal of faculty and staff according to established policies. She is also responsible for the allocation and utilization of budget dollars. The Dean meets weekly with the President to assess, plan and evaluate various aspects of the educational program. The President and the Dean meet with the Chairperson of the College Board as appropriate.

The Board of Mennonite College of Nursing is responsible for approving the annual budget, the tuition and fees, the annual

program goals, the annual report and policies developed by the faculty.

The Mennonite Hospital Association Council provides a forum for the administrative officers of the seven organizations to maintain effective working relationships. This group meets bimonthly for the purposes of discussing such issues as marketing, financial management, personnel policies and preparation for the Trustees meeting. The Association Council is responsible for revising the mission statement and establishing annual goals for the Mennonie Hospital Association which are subject to approval by the Trustees. Each organization in the Association is responsible for developing a distinct mission consistent with the mission and goals of the Association. In this way, collectively the seven organizations carry out the mission of the Association and achieve the annual goals.

Faculty

The first class to enter Mennonite College of Nursing numbers twenty-nine, and the faculty complement for the class consists of seven. Of those seven, four hold full-time teaching positions, two hold part-time teaching and part-time administrative positions, and one holds a part-time teaching position. For the first academic year the ratio of faculty to students in clinical supervision will not exceed 1:7. The ratio of faculty to students in clinical areas is not anticipated to exceed 1:10 even when a full capacity of one hundred twenty students is reached. A 1:12 ratio is the maximum allowed by the State of Illinois Department of Registration and Education.

The faculty of Mennonite College of Nursing provide diversity for students and the program as a whole. The academic preparation of the faculty members is varied, and there is wide diversity in geographic backgrounds. The age of faculty members also varies widely. It is the philosophy of the College administration and faculty that diversity among faculty is a stimulus for growth and should be encouraged as a benefit to students and the Institution. Two characteristics that faculty have in common is academic preparation in the specialty area in which they are teaching and abundant professional experience. Of the present faculty, all have previously taught in professional programs. Four have taught in baccalaureate nursing programs, several have worked as consultants and most have provided leadership in various professional organizations.

Faculty at Mennonite College of Nursing have at least master's degrees and have clinical experience in the area in which they are teaching. This faculty background complies with the State of Illinois Department of Registration and Education regulation and is comparable to other schools of nursing. Individual faculty members are academically prepared in specialty areas which are generally commensurate with their clinical teaching assignments. The College of Nursing recognizes the doctorate as the terminal degree for nursing educators and this philosophy is reflected in the "Guidelines for Appointment and Promotion" found in the Faculty Handbook, as well as in policies on continuing education.

When faculty developed the "Guidelines for Appointment and Promotion" based on academic rank, many colleges and universities were surveyed for equivalent policies. Academic rank, as a concept, was not held by faculty in the School of Nursing Diploma program. The goal of the faculty group developing the "Guidelines" was to provide a system of ranking faculty which would be comparable to systems utilized by other higher education institutions. With such a system, career mobility for faculty members would be facilitated.

Five categories of activity have been identified in the determination of rank. These include:

1. Academic level of preparation;
2. Professional involvement in continuing education, scientific/professional organizations, community service, certification programs, and consultation;
3. Length of academic experience;
4. Scholarly activities as publications, papers presented, grants/contracts received, or research; and
5. Faculty/staff participation in education, committee work, research, and practice.

A candidate for faculty status must meet at least three of the last four categories at the level of appointment or promotion being considered. The first category, academic level of preparation, cannot be waived. A minimum of a master's degree is required for any rank on the faculty. The four levels of rank are instructor, assistant professor, associate professor and

professor; they were established in order to have criteria to hire present faculty members. It is understood that procedures for promotion need to be further researched, qualified, and refined. The Faculty Evaluation and Development Committee continues studying the areas of appointment, rank and promotion over the 1983-1984 academic year and beyond. Faculty members' names, ranks and academic credentials are printed in the College Catalog. A complete curriculum vitae is on file in the administrative office for each faculty member. Also included in faculty personnel files are copies of Illinois licensure, applications, letters of reference, contractual letters of appointment, transcripts and previous evaluation materials and communications. A listing of instructional faculty members contracted for the 1983-84 academic year is as follows:

Faith Blumenfeld, Assistant Professor of Medical-Surgical Nursing

Diploma, Bethesda Hospital School of Nursing

B.S., Transylvania College

M.S.N.Ed., Wayne State University

Carol J. Fox, Lecturer in Nutrition

B.S., Illinois State University

M.S., Illinois State University

Gail Lamb, Assistant Professor of Human Relations

B.S. Ed., Bridgewater State College

M.A., Illinois State University

Deborrah Mitchell, Assistant Professor of Medical-Surgical Nursing

B.S.N., Illinois Wesleyan University

M.S., University of Illinois

Rachel A. Noe, Instructor in Mental Health Nursing

B.S.N., Goshen College

M.S., University of Illinois

Rebecca S. Sutter, Associate Professor of Medical-Surgical Nursing

Diploma, Mennonite Hospital School of Nursing

B.S.N., Northern Illinois University

M.S.N., University of California

Masters Candidate, Vanderbilt University

Lee Walker, Instructor in Mental Health Nursing

A.A., El Camino College

A.B., Stanford University

B.S., Sangamon State University

M.S., Illinois State University

M.S., Rush University

Faculty Organization. As stated previously, the faculty of Mennonite College of Nursing are organized and conduct business as the Faculty Organization of the College. It consists of four functional areas or standing committees. These are Faculty Evaluation and Development, Curriculum, Research and Program Evaluation, and Educational Standards Committee. The committee most predominantly involved with faculty personnel policies is

the Faculty Evaluation and Development Committee. The purposes of the Committee are:

1. To develop policies, recommend procedures and programs which enhance the professional and personal development of the faculty, and
2. To serve as a policy-making body regarding appointment, evaluation, promotion and retention, and submit recommendations to the Dean for approval.

These committee purposes are found as part of the Faculty Organization bylaws in the Faculty Handbook. The Committee structure was approved by the total faculty in May, 1983, and was incorporated into the Faculty Organization bylaws. Also found in the bylaws are the committee functions, which for the Faculty Evaluation and Development Committee are as follows:

1. To maintain a plan for initial and ongoing orientation for all faculty members;
2. To design and implement a faculty development program;
3. To establish guidelines and policies which provide for faculty appointment, evaluation, promotion and retention;
4. To design and recommend criteria for evaluation of faculty;
5. To utilize faculty workload documents to determine if faculty rights and responsibilities are maintained; and
6. To develop and recommend policies and procedures pertaining to salaries/merit increases and other benefits needed for faculty recruitment and retention.

This committee and its predecessor, the Ad Hoc Faculty Services Committee of the Mennonite Hospital School of Nursing, has, to date, recommended faculty personnel policies related to appointment, rank, evaluation, promotion, library and other institutional resources, workload, attendance, teaching and faculty benefits. These were approved by the Faculty Organization in the 1982-83 academic year and compiled into a Faculty Handbook which was approved in first draft form in May, 1983. Faculty personnel policies pertaining to workload were approved by the College of Nursing Board in January, 1983, and served as the basis for faculty contract negotiations for the academic year 1983-84.

With the preliminary work on the Faculty Handbook as a guide, the Faculty Evaluation and Development Committee is in the process of evaluating and refining policies and developing procedures for policy implementation. Committee goals for 1983-84 include the following:

1. Finalize processes for faculty evaluation incorporating concepts of peer review, contractual arrangements, probation and promotion;
2. Demonstrate institutional commitment to faculty development through clarification of policies related to educational reimbursement;
3. Provide for faculty development from within the institution by establishing extra and intra-institutional courses, colloquia or seminars.

The committee is working with the existing policies and procedures as well as suggesting new ones and will be incorporating evaluative measures into the development of all personnel policies. The long-range goals include evaluation and refinement of the workload policy, and the institution of an advisory mechanism to the Dean for appointment and promotion. The committee, in a sense, serves as the collective voice of the faculty in all matters directly affecting faculty. As with the work of other committees, all policies and procedures recommended by this group are evaluated and approved by total Faculty Organization before they are sent to the College administration and ultimately the College Board for approval when that approval is necessary. In practice, the College administration and the committee work jointly in the establishment of policies affecting faculty, but the primary impetus for policy development lies within the domain of the committee.

Academic Freedom. The Faculty Handbook of Mennonite College of Nursing has a clearly identified statement on academic freedom and the faculty member's rights and responsibilities. This statement was accepted by the total faculty in May, 1982, and served as the basic document from which all other faculty personnel policies were developed. Within the statement is a defined limit to academic freedom which may "arise from the written philosophy of the institution." This limitation is further clarified in the section of the Handbook dealing with faculty responsibilities. Explanation is set forth of the

College's expectation of a faculty member, which is based upon the institutional philosophy. The statement which clarifies this expectation is: "Beliefs and morals of this institution include truthfulness, decency, moral integrity, loyalty and good taste. These are assumed to be binding on the faculty as well as the College." Faculty members are made aware of this one limitation of academic freedom at the College when they are interviewed for positions, and they receive a Faculty Handbook as their "contract" for rights and responsibilities.

Due process for faculty is a concept which is endorsed by the College and is implied through statements such as those relating to faculty rights in the Faculty Handbook. However, the procedures for ensuring due process have not yet been established. As the Faculty Evaluation and Development Committee formalizes processes relating faculty evaluation, probation, contracts and promotion, the procedures for assuring due process for faculty will also be developed.

Faculty Evaluation and Workload. Appointment of qualified faculty is of paramount importance to the College, but promoting excellence in teaching is viewed as equally important once an appointment is made. "Guidelines for Faculty Evaluation" serves to define for faculty the criteria by which their teaching, research and creative work, and service will be evaluated. The responsibility for documenting achievements in the aforementioned areas rests with the faculty and the "Guidelines" identifies sources of documentation which may be utilized by faculty. As

mentioned earlier, the procedures for implementing the "Guidelines" and relating them to promotion guidelines are being developed during the 1983-84 academic year.

This evaluative guideline follows the format of the Faculty Workload Policy established by the Ad Hoc Faculty Services Committee in the academic year 1982-83. This policy was approved by the faculty in December, 1982, and the College Board in January, 1983. This policy identifies a faculty workload as being comprised of teaching, research and service. Workload equivalency among faculty members is safeguarded through a formula-type approach described in detail in the Faculty Handbook. This policy is utilized in determining faculty needs and has been evaluated by present faculty as effective in establishing equivalency. It is the ongoing function of the Faculty Evaluation and Development Committee to monitor that policy and establish valid procedures for quantifying research and service activities. The system presently in use at the College was based upon work validated at other institutions, and it is mandatory that the system be validated with data from this institution over the ensuing years.

Components of the faculty workload include teaching, research, and service. An ideal full-time workload for one academic year would consist of teaching, 75%; research, 12.5%; and service, 12.5%. The flexibility of the formula-type approach permits faculty assignment to activities on the basis of need, interest, and ability. Individual contracts may reflect special needs of the College and the expertise of the faculty member.

Teaching units may be assigned to those activities directly related to student instruction. These activities may include direct student contact, class preparation, student evaluation and student advising.

Research units may be designated for those activities in which the faculty member is involved in actually directing a research effort, actively participating in research of major substance, or writing and speaking in relation to research.

Service units may be allotted for activities which are oriented toward the enhancement of the institution or the profession. Membership on institutional committees, major involvement in professional organizations, and substantive contributions to community services or organizations are some of the activities for which units may be designated. Counseling or advising responsibilities, and special administrative assignments may be assigned units under special contracts during academic years with special institutional needs.

Faculty responsibilities to the student, subject matter, professional colleagues, community, and college are defined in the following statement which demonstrates the Mennonite College of Nursing faculty's commitment to teaching, service, research and other scholarly activities:

> The faculty in practicing within the realm of academic freedom, recognize the special responsibilities placed upon them. They accept the obligation to exercise critical

> self-discipline and judgment in the acquisition and dissemination of information. The faculty have responsibilities relative to their students and subject as well as their professional colleagues, the community and the College.

These responsibilities are enumerated in the Faculty Handbook.

Each faculty member, by virtue of her/his appointment to faculty status, is obligated to establish and maintain a quality educational program where excellence in instruction and learning is possible. Participating in clinical and non-clinical research is one means of ensuring quality education and of stimulating students to perform at an optimal level.

Staff Support

Staff, as supportive personnel, include the assistant librarian, the communications department personnel of Mennonite Hospital, the secretary for administrative affairs, the secretary for academic affairs, the secretary for support services, and members of environmental services of Mennonite Hospital. These people provide a service to the College of Nursing which enhances teaching, research, and other scholarly activities. The assistant librarian and the marketing and public relations personnel provide assistance in developing marketing materials, obtaining written literature, software, audio-visual equipment and hardware. The College of Nursing secretaries share

responsibilities in assisting faculty and students with essential support services in teaching and learning such as scheduling classrooms, typing, and serving as liaison for appointments with administrative staff. Personnel in environmental and maintenance services help by facilitating physical preparation of classrooms, conference rooms, residence hall and other settings on campus.

Students

Mennonite College of Nursing repeatedly asserts its commitment to academic excellence and attempts to attract students who will be committed to excellence. The students accepted into the College of Nursing program are made aware of the College's mission and philosophy, which stress excellence in the pursuit of learning and service to humanity, very early in the recruitment and admissions process, and, again, early in the first level of the curriculum. The quality of education is re-emphasized throughout the curriculum in an effort to motivate students toward independent thinking and learning. Since the College has admitted only one class as of the Fall of 1983, criteria for evaluating the success of those students is not possible. However, there is some indication that excellence is achievable when examining the profile of that initial class.

Junior Class Profile - 1983-84. Of the twenty-nine students admitted, eight students hold bachelor's degrees, and one holds a master's degree. The students have completed lower-division course work at a variety of colleges and universities, including the University of Illinois, University of Iowa, Illinois State

University and Augustana College. Also significant in the class profile is the percentage of minority students represented. When considering male students in the minority aggregate, nearly one quarter of the class is comprised of minority members. This diversity is encouraging and promises to be a good stimulus for growth within the College. Different ethnic and cultural backgrounds within a group can challenge students to clarify personal values and accept the worth of others. Both objectives are strongly rooted in the College's mission.

The age range of members of the first class is from 19 to 42 with 23 years being the mean age. Since students are admitted with a minimum of two years college experience, the additional maturity and life experiences, as well as academic preparation, should result in a high level of professional performance.

Graduates. The graduates of the Mennonite Hospital School of Nursing have historically scored well on the state licensure examination, with a usual pattern of over 95 percent passage on the first attempt. Likewise, graduates have been successful in their first positions, and employers rate the graduates high in most performance areas. One area of weakness identified by employer survey has been in graduate practice of leadership. This quality, although important in diploma education, is given much greater stress in the College program. An entire course is devoted to management in the baccalaureate curriculum and should result in graduates more skilled in leadership.

There have also been a significant number of graduates who have gone on for additional academic degrees, and this fact affirms a commitment to advanced education. Graduates of the diploma program are employed in a wide variety of settings.

As was mentioned, the success of the College students cannot yet be measured, but indications are that they are highly motivated. The Educational Standards Committee is currently developing evaluative parameters to assess the long range success of the students.

Student Services

Mennonite College of Nursing provides a broad spectrum of student services designed to support the mission, philosophy, and program goals of the College. These student services include programs offered through the office of Counseling Services, the office of Admissions and Financial Aid, as well as student organizations and recreation facilities.

Staff. The student services staff is composed of the following persons: Director of Counseling Services, Director of Admissions and Financial Aid, two student Residence Advisors, and six student Desk Assistants. The Director of Counseling Services has a Masters of Art Degree in Human Relations with a minor in College Student Personnel Administration. This person also has achieved fifteen hours post-master's in the fields of counseling and psychology and is certified by the National Board of Certified Counselors, an agency sponsored by the American Association for Counseling and Development. The Director of

Counseling Services has a wide range of experience working with students at several universities, as well as five years serving at Mennonite Hospital School of Nursing in the roles of counselor, instructor and student advisor. She is a member of the Illinois Personnel and Guidance Association, the Illinois College Personnel Association, the American Association of Counseling and Development, the American College Personnel Association, the OASIS Center for Human Potential, and the National Board of Certified Counselors.

The Director of Admissions and Financial Aid, a registered nurse, has a Bachelor of Science Degree in Student Personnel Services for Health Professionals, and is presently pursuing studies leading to the Master of Science Degree in Instructional Media. She has been the financial aid and admissions officer at Mennonite Hospital School of Nursing for fifteen years and is an active member of the Illinois Association of Financial Aid Administrators, the Midwest Association of Financial Administrators, the National Association of Financial Aid Administrators, as well as several other professional associations. During the year 1981-1982, the Director of Admissions and Financial Aid served as a member of the Health Professions-Nursing Committee of the National Association of Financial Aid Administrators. As indicated by the position title, this person also carries the full responsibility for recruitment and admission procedures.

Each year two student Residence Advisors are selected to serve as paraprofessional residence hall counselors, one on each floor of the residence. The applicants are screened by an application and interview procedure handled by the Director of Counseling Services, which attends to their previous residence hall and leadership experience, communication skills, commitment to students, personal qualities, and academic performance. Once selected, the Residence Advisors participate in a comprehensive pre-service training program at the beginning of the academic year, prior to the arrival of students, and an in-service training program throughout the year. The training is led by the Director of Counseling Services. Materials utilized in the training of residence advisors include the Residence Advisor Handbook, Students Helping Students, selected journal articles, training-orientation schedules, SASHA (Self-led Series on Helping Alternatives) tapes, Residence Hall Life Book, and written materials related to the College of Nursing and the larger community. Residence Advisors are paid members of the student services staff.

In the late winter of each year, six Desk Assistants are selected to serve as receptionists for the residence hall for the following year, covering the evening and weekend hours. The applicants are screened by an application and interview procedure which covers their previous work experience, ability to handle minor clerical tasks, commitment to responsibilities of security and safety, personal qualities, and academic performance. Once

selected the Desk Assistants participate in a full-day orientation to their duties, partially led by the Secretary for Support Services, who is the daytime receptionist, and partially led by the Director of Counseling Services, who is the supervisor of the Desk Assistants and the entire residence hall staff. Materials utilized to orient desk assistants include the Desk Assistant Manual (May I Help You?) and the Residence Hall Life book as well as written materials related to the College of Nursing and the larger community. The Desk Assistants are paid members of the student service staff.

Student Service Evaluation. Evaluations of the Counseling Program conducted at Mennonite Hospital School of Nursing during the years of 1980 and 1982 indicate a positive working relationship between the Director of Counseling Services and students. The Director of Counseling Services by position description serves as advisor to the resident's student government, the House Council, and each of its six committees: judicial, food, social, kitchen, publicity and executive. Minutes of the committee meetings and House Council meetings affirm a positive communication between staff and students. Further, by position description, the Director of Counseling Services teaches Personal Effectiveness 304 and Personal Effectiveness 357 to students in small groups during the junior year of the program. It is expected that course evaluations will indicate a positive relationship and that the small group atmosphere of the classes facilitates rapport-building between

students and the staff member. This expectation is based on the positive evaluations of the Personal Growth Seminars in the diploma program by students every year since 1978.

The Director of Admissions and Financial Aid begins a one-on-one relationship with each applying student when conducting the admissions interview or during recruitment activities. This interpersonal relationship continues to build as she offers informational meetings, tours, and assistance with the financial aid package. The personal attention given to each student by this staff person has received consistently positive evaluations by students in regard to evaluations of orientation and admissions processes.

Evaluations of Residence Advisors and Desk Assistants have been conducted annually and indicate positive acceptance of these staff persons by student groups. Residence Advisors conduct periodic meetings with students residing on their floors, as well as make themselves available for individual consultation.

One of the goals for 1983-84 of the the Research and Program Evaluation Committee is to initiate and develop plans for total program evaluation. It is anticipated that each broad area of student services, as well as each smaller area (orientation, preview) will be addressed by means of written student and faculty evaluations, as well as conversations with students and faculty. The evaluation of Residence Advisors and Desk Assistants was conducted at the end of the first quarter.

Contribution to the Mission. Student service programs are designed to reflect the mission of the College by making active contributions to the following aspects of that mission:

1. Admit and retain qualified and motivated students who will accept the challenge to achieve the highest degree of preparation they are capable of for a professional career.
2. Provide excellence in classroom and laboratory instruction;
3. Provide a climate that motivates students to mature intellectually and personally;
4. Maintain high standards which comply with the appropriate educational and professional accrediting board and organizations;
5. Provide resources and facilities to support an educational program of high quality;
6. Prepare graduates to be eligible to take and pass the licensure examination and pursue specialization in nursing through graduate study.

The student service area reflects these aspects of the mission by offering a wide variety of programs and events which collectively enhance the educational environment and opportunity for each student. These programs and services will each be spoken to individually, and include: Counseling Services, Financial Aid, Housing, Food Service, Student Employment, Student Health Program, Student Organizations, Student Representation on

Faculty Committees, and Admissions. At the beginning of each year, students receive a copy of the Mennonite College of Nursing Student Handbook, which explains the student services offered and outlines the rights and responsibilities of each student. These services are also described in the College Catalog, which students receive upon initial inquiry about the College.

Counseling Services. The Counseling Services program at Mennonite College of Nursing is designed to promote and facilitate the educational experience of Mennonite College of Nursing students. The program of services has its foundation in the College philosophy which recognizes that man has unique value arising from characteristics that are more than and different from the sum of his bio-psycho-social parts. This philosophy further emphasizes that learning is a process of developing human potential through the interaction of the individual and the environment resulting in changes in attitudes, knowledge, and skills. The learner is valued as a unique person. The Counseling Services program is established with the following objectives:

1. To provide professional counseling services to students who are experienceing personal concerns which interfere with their capacity to optimally benefit from the educational environment;
2. To provide individual and group counseling services which complement the growth and development of students;

3. To assist students in formulating life and career decisions;
4. To offer educational experiences designed to encourage personal growth and facilitate the achievement of developmental tasks;
5. To assess the educational, social and physical environment of students, making relevant College community members aware of such information as well as providing services which respond to identified student needs and which prevent student dysfunction;
6. To consult with faculty, staff, and relevant groups who also work closely with students to accomplish the mission of the College;
7. To make available additional professional resources for referral as the need arises;
8. To provide direct outreach services to students via the Personal Effectiveness course, Residence Advisor and Resource Student programs, Career Series, use of graduate students in practicum work.

An interrelated three-pronged approach is taken to implement these objectives, emphasizing the areas of remedial interventions, preventive interventions, and developmental programming. A major recognition by the faculty is that students entering the baccalaureate program at the junior year come from a variety of backgrounds and represent different college experiences. Several of the counseling interventions, and especially the Personal

Effectiveness courses, are designed to facilitate early adjustment of these students to one another and to form realistic expectations of the college experience.

Assistance is available to students who have problems inhibiting the development of their potential. Students may work on academic, personal, or social concerns to bring them up to a level of adequate functioning. In group and/or individual counseling, the student may learn the skills needed at the present time and which have been lacking, such as: study skills, time organization, social skills, assertive skills and relaxation training skills. Remedial approaches are geared towards eliminating a deficiency.

All activities through the Counseling Services program have the prevention of future difficulties as an underlying purpose. Individual counseling, group counseling, educational programming (Personal Effectiveness) consultation, career counseling, remedial assistance, and peer counseling all aid the student adjustment at the time of involvement, and have the potential to enable the student to continue successfully with growth and development.

Examples of additional preventive approaches through programming can be seen in the preview day for incoming students, fall quarter orientation days, the residence advisor program, big-sisters (Residence Hall), and resource student (out-of-residence) programs as well as the student government organizations and clubs.

The developmental role of the Counseling Services program is to assist all students, both those who are functioning well and those with problems, to adjust and benefit optimally from the educational experience. The developmental dimension relates to prevention, but the primary focus is promoting positive growth. Examples of developmental programs can be observed in the seminars of the Personal Effectiveness courses at the Mennonite College of Nursing. In addition, the Career Development Series and Career Center are outreach forms of developmental counseling.

Implementation of the three-pronged approach to meeting the objectives of the Counseling Services Program involves the leadership of the Director of Counseling Services and the initiative and cooperation of the College faculty and student paraprofessionals, as well as additional referral resources available through the Illinois Pastoral Services Institute, the McLean County Center for Human Services, and private psychologists or psychiatrists.

The Director of Counseling Services is available to consult with students during daily office hours and at other times if arranged. This person assumes the responsibility of soliciting input from students and faculty, as well as from professional journals and meetings, in order to maintain a Counseling Services program relevant to existing student needs. During the Fall Quarter, 1983, a graduate student in Counselor Education at Illinois State University assisted the Counselor, offering a weight-control program. Counseling Services programs are

dedicated to meeting the needs of the active student today, in order to assist in creating a positive learning environment. During the 1981-82 and 1982-83 academic year the Counseling Services offered a Personal Growth Series class for the diploma program entitled "The Nontraditional Student." In this group adult learners dealt with common issues and concerns related to their reentry into the academic environment. It is expected that groups like this will be offered in the College program as well.

A brochure describing the Counseling Services is distributed to each student at Orientation. Each student also participates in an orientation meeting designed to give an overview of the services. The Counseling Services are described in the College Catalog amd Student Handbook.

Financial Aid. The Financial Aid program has been in existence at Mennonite Hospital School of Nursing for fifteen years. The program has consisted of federal, state, and private sources including Pell Grant, Supplemental Educational Opportunity Grant, National Direct Student Loan, Guaranteed Loan, Parent Loan, Nursing Loan, Illinois State Scholarship Commissions Monetary Award, and aid from numerous private sources.

The Director of Admissions and Financial Aid is responsible for the administration of the financial aid program. The services of the financial aid program are available in cooperation with the Office of Finance at Mennonite Hospital. The Director of Admissions and Financial Aid is available for counseling of students regarding appropriate financial aid. She

assists students in completing the procedures and forms necessary to receive financial aid from the various sources and distributes funds in accordance with the guidelines for each program. In addition, the Director of Admissions and Financial Aid is responsible for submitting appropriate reports and/or budget information to agencies and to the American College Testing Service. She also cooperates with organizations within the community to provide loans and scholarships from local sources.

The Vice-President of Finance at Mennonite Hospital has the responsibility for supervising fiscal activity and record keeping on the following: audit trails, Federal Capital Contribution Fund, and Scholarship Grant. This responsibility includes: a) maintenance of ledger and supporting file on each federal nursing loan, b) cancellation and repayment records, c) billing and collection of federal nursing loans, d) completing annual operating reports, e) filing quarterly Department of Financial Aid Services (DFAS) reports, and f) completing fiscal sections on other reports as required on all Financial Aid Programs.

A current catalog is maintained describing financial aid programs and the application procedure. A guide for students applying for financial aid is designed to give specific information concerning the aid programs, the award process, and the terms and conditions of awards. The materials are distributed to students as a part of the recruitment and admission process. Additionally, the Director of Admissions and Financial Aid conducts meetings with students, individually and in groups, to disseminate the financial aid information.

The primary responsibility for financing a nursing education rests with the student and the family. When the total resources they provide do not meet expenses, the Mennonite College of Nursing, through a broad program of financial aid, will provide all assistance possible so the student will not be denied an education.

For the 1983-84 academic year financial aid is available from the Illinois State Scholarship Commission (ISSC) Monetary Award Program with a maximum award of $2200 if the student has demonstrated financial need as determined by the Commission. Mennonite College of Nursing is offering an Institutional loan with a maximum amount of $2500 per academic year. This loan indicates the support offered by the College Board, and has been established to add to available resources until the College is able to receive funds from the federal programs. Private sources of loans and scholarships are also available.

Additional sources of aid in the future will include the federal programs: the National Direct Student Loan (NDSL), the Supplemental Educational Opportunity Grants (SEOG), the College Work Study (CWS) Program, the Pell Grant Program, and the Illinois Guaranteed Loan Program (IGLP). It is also anticipated that additional financial aid will be available through the College Development program and, specifically, the Annual Alumni Campaign for the Scholarship Fund.

Guidelines for the administration of the financial aid program have been established and are comparable to those

utilized by other educational institutions. Non-discriminatory criteria are applied to applicants by the Director of Admissions and Financial Aid. At this time the College does not have a regulatory or monitoring committee to assess the equitable distribution of available funds. The establishment of such a group, comprised of faculty, students and administrative representatives is a priority for the College and it is anticipated that such a committee will be functional before the 1984-85 academic year.

Housing. Living arrangements are an important part of the College experience. At Mennonite College of Nursing, students may live in the housing of their choice. Guidance in securing housing may be obtained from the Director of Counseling Services. Approximately forty-five percent of the women students have traditionally chosen Troyer Residence Hall, comprising the upper two floors of the education building.

Troyer Residence provides floor lounges, kitchenettes for the preparation of snacks, laundry facilities and study areas. Each room is designed and furnished to accomodate two students. The commitment of the College to the education of the whole person through emphasis on individual responsibility and personal growth is evidenced in the residence life program, where students have the opportunitiy to learn about themselves in a cooperative living-educational environment.

Under the direction of the Director of Counseling Services, the residence hall is staffed by paraprofessional student

Residence Advisors and Desk Assistants, as described earlier. The House Council serves as the self-governing agency providing students with a voice in establishing regulations and hall policies.

House policies regarding payment of fees, room assignments, single or double occupancy reflect the mission of the College. These policies, and the Residence Hall Life book, are mailed to incoming students who indicate a desire for housing prior to the student signing a housing contract. The policies are also located in the appendix of the Residence Hall Life book.

Food Service. Troyer Residence Hall students purchase a specified number of meal coupons for use in the hospital cafeteria, where all meals are served. The hospital cafeteria may be reached via an underground concourse connecting the College and Hospital. All students may purchase meals at the hospital cafeteria or plan to eat lightly in the "Gazebo," an attractive eating area providing a variety of vending machine foods.

Student Employment. Positions for part-time employment are available at Mennonite Hospital and the College of Nursing. Information regarding these positions may be obtained from the Director of Counseling Services.

Several student positions in the College are filled on an annual basis through application and interview procedures. Students interested in applying for the positions of Residence Advisor, Desk Assistant, or Library Assistant may contact the

Director of Counseling Services for information. The hiring process for these positions is usually conducted early in the second quarter for the following academic year.

Student Health Services. The services of the student health program are available in cooperation with the Employee-Student Health Service at Mennonite Hospital. This service is supervised by a physician and a registered nurse. The Director of Counseling Services is the liaison to the Health Service personnel in matters concerning the Student Health Service, and is contacted by these personnel at any time a health concern needs immediate College attention.

The faculty believes that health awareness is an essential part of the total health education for the student of nursing because of the following: There can be a significant relationship between the health of a student and the student's academic accomplishments. As a teacher of health, the nursing student has a responsibility to practice good health habits.

The objectives of the Student Health Service program are as follows:

1. To encourage student awareness of the value of acquiring positive health habits;
2. To encourage student self-direction in the acquisition and maintenance of preventive health behaviors;
3. To encourage student awareness of personal health status and motivation for maintenance of an optimum level of personal health;

4. To provide access to adequate health care for students who become ill or injured.

The policies and procedures which implement the above objectives are detailed in the College Student Handbook, pp.38-43. In addition to receiving this written information, all students receive at Orientation Days a brochure describing the Health Service, and attend an orientation to the Health Service.

The preventive health program includes physical examinations, routine laboratory tests and immunizations prior to final admission at the student's expense. A special discount is provided to students utilizing health care facilities at Mennonite Hospital. Expenses incurred as a result of medical treatment, dental work or eye refractions are the responsibility of the student.

Students are required to maintain a health insurance policy. Health insurance is available to students at a group rate. Information may be obtained from the Director of Counseling Services.

Student Organizations. The Mennonite Student Nurses Organization (MSNO) is composed of all students enrolled in the School and College of Nursing. The organization promotes personal and professional development and serves as an avenue for student input into the programs and policies of the College of Nursing. Through its officers and standing committees, the organization carries out activities, including social events and student publications. There are standing committees, as well as

an executive council, composed of four officers, class officers, and standing committee chairpersons. The standing committees are Social, Summer Services, Yearbook, Menno-Knight (newspaper), Faith and Life, and House Council. There are two publications sponsored by the MSNO: TLC, the yearbook and Menno-Knight, the newspaper.

While the School-College are in transition, organizations include students from both programs. This decision was made by students, in discussion with faculty advisors, and is reflected in the bylaws of the MSNO, which can be found in the appendix of the Student Handbook.

Each entering class elects officers and other persons to serve as class representatives to MSNO and the faculty organization committees. They assist in planning and carrying out social or professional activities that are of interest to the class. A faculty advisor, appointed by the Dean of the College, assists the class in its activities.

Students are eligible for membership in the Student Nurses Association (SNA) upon admission to the College. The SNA is a pre-professional organization for nursing students, whose chief purpose is "to aid in the preparation of student nurses for the assumption of professional responsibilities."

The House Council is an organization composed of all students residing in Troyer Residence. The House Council is led by four student officers: Chairperson, Vice-Chairperson, Secretary, Treasurer, and is responsible for developing,

implementing and evaluating policies which affect students living in the residence hall. The Director of Counseling Services serves as advisor to the House Council and its committees.

The standing committees: Judicial Committee, Publicity Committee, Social Committee, Kitchen Committee and Food Committee do much of the planning for House Council events, and provide students various opportunities to participate in the organization. A more complete description of the work of the House Council can be found in the Residence Hall Life book, as well as the House Council bylaws.

Student Representation on Faculty Committee. The curriculum and services of the College of Nursing are developed, evaluated and revised by the College's administration and faculty, taking into consideration the input received from members of the student body. Although students have input into this process through such means as written questionnaires and small group conferences, another very important way is student representation on faculty committees. In addition to ongoing committees, from time to time, students are asked to serve on appropriate faculty-student ad hoc committees.

Student/Service Staff Relationships. The student services staff includes the Director of Counseling Services, the Director of Admissions and Financial Aid, Residence Advisors and Desk Assistants. A cooperative relationship exists between Student Service staff and personnel of the Student Health program.

Communication between the staff is excellent and ongoing. The Director of Counseling Services and Director of Admissions and Financial Aid meet weekly as a part of the School-College four member administrative staff. In addition, they communicate regularly regarding student concerns, but respect confidentiality at all times. The Residence Advisors meet weekly with the Director of Counseling Services, sometimes as a total staff, sometimes on an individual basis, to consult, share concerns, and participate in in-service training. In addition, the Desk Assistants meet on an ongoing basis, individually and collectively, with the Director of Counseling Services to discuss questions and concerns. The Director of Counseling Services also meets regularly with the Health Service personnel, providing an avenue of communication for those persons within the larger College setting.

Admissions. The College is limited in enrollment only because of constraints in clinical resources and practice sites. In the first years of program implementation, the size of a class is limited to sixty students so that a full student body is one hundred twenty full-time persons. Within five years the full complement of generic students may be expanded to one hundred thirty and possible thirty additional degree completion students. It is anticipated that most degree completion students will seek part-time status and a minority of generic students may opt for a part-time program.

Recruitment and admissions are carried out under the guidance of the Director of Admissions and Financial Aid. As a vital part of the administrative staff of the College, this individual is typically the first and often sustaining contact a potential student has with the College. This individual is, then, charged with the responsibiity of clearly articulating the College's mission, philosophy and objectives to prospective students, parents and counselors. In addition this individual acts as a liaison with other college academic advisors and admission staffs in assisting students to secure lower-division courses which meet Mennonite College of Nursing requirements. Contact with students who desire to enter the Mennonite College of Nursing program is initiated as early as possible in the student's academic career. This early contact is desirable for a number of reasons, but particularly because it helps students begin to identify with the College and it assists them in their decision to make professional nursing a career.

The goals of the recruitment program have been established utilizing marketing concepts. The recruitment program is designed to show the potential student how her/his needs can be met by Mennonite College of Nursing. Recruitment at Mennonite College of Nursing, in a sense, is the matching of the student to the College. Basic to recruiting in the marketing mode is reaching the prospective students to present the Mennonite College of Nursing story, and interacting with them to be sure they understand it.

The mission states:

> To provide a quality nursing education, the College recognizes its responsibility to admit and retain qualified and motivated students who will accept the challenge to achieve the highest degree of preparation they are capable of for a professional career.

The mission also states that the individuality of students is respected. This begins during the recruitment-admission process where prospective students are dealt with on an individual basis to meet individual needs.

The recruitment plan for the 1983-84 academic year was developed for a variety of markets. These include: students enrolled in cooperating colleges, career-changers, and high school students. The goals for recruiting from these markets are listed in the recruitment plan. In the present Junior Class there are 19 of 29 (65%) students who have completed pre-requisite courses at one of the cooperating colleges, there are 13 career changers (44%), and there are 8 students with a bachelor's degree in another field (27%). None of the students were recruited directly from high school to one of the cooperating Colleges because of the newness of the program. There is, however, a great deal of interest in the program by high school students. This interest has been evident as the Director of Admissions and Financial Aid has traveled and

answered questions at various college days in many areas in the state. The College receives numerous inquiries about the program by letter and telephone as the program becomes known in different segments of the market.

In addition to verbal explanation of the College, the 1983-84 Mennonite College of Nursing Catalog is available to all prospective students, high school guidance counselors, admissions officers of colleges, constituents of the Mennonite Hospital Association and any others who may make inquiry about the program. The College policies and procedures related to admission, financial aid, costs, payment schedules, and academic requirements are clearly given in the Catalog.

In addition to the Catalog, literature that is distributed to prospective students includes a general brochure entitled, "Looking at Mennonite College of Nursing" and, if appropriate, individual listings of required equivalent freshman and sophomore year college courses at each of the cooperating colleges. A financial aid guide along with an aid application, is distributed annually at the beginning of each financial aid cycle in January or February. These are distributed at Informational Meetings held at the College throughout the year, at College Day and Night programs, at mall and convention displays, and upon individual request. Prospective students also learn about the College through public service announcements, newspaper articles and advertisements and through contact with present students.

The College of Nursing Board selected a competitive admission policy based upon the recommendation of the Faculty Organization. A competitive admissions program allows for control of numbers of students accepted and enables the College to admit the most highly qualified students. Sixty-five generic students will be accepted following specified deadlines, and additional students will be placed on a waiting list. The admission policies and procedures are concisely defined for students on pages 21-23 in the College Catalog.

Educational Standards Committee. The faculty of the College monitor the selection and admission processes through the Educational Standards Committee of the Faculty Organization. This committee is designed to work closely with the Curriculum Committee to ensure that lower-division requirements are meeting the needs for the professional curriculum.

The Educational Standards Committee is composed of five instructional faculty members and the Director of Admissions and Financial Aid. The purposes of the committee include: admit and retain qualified students who accept the challenge of a professional nursing career; establish a learning environment which will encourage the development of nursing professionalism and personal integrity; and promote personal and professional growth through recognition of excellence in nursing.

Functions of the committee which relate to recruitment and admission include:

1. Review and make recommendations on policies regarding student academic standards, admission, readmission, retention, and dismissal, assuring that such policies reflect respect for human rights and integrity;
2. Establish a representative panel of committee members, at appropriate times to decide appeal and other special cases concerning admission, readmission and dismissal;
3. Review and make recommendations concerning the maintenance of a sound system of student advising.

One administrative staff person, the Director of Admissions and Financial Aid, is responsible for assuring consistency in the application of institutional policies and procedures relative to admissions. The Educational Standards Committee has established guidelines authorizing this person to review applicant data including ACT or SAT scores, references and grade point average of prescribed lower-division courses. A summary of the information and recommendations for admission is taken to the Committee for final approval. Special cases are reviewed by the entire committee.

In addition to responsibilities related to admissions, the Educational Standards Committee is charged with the following functions:

1. Specify and evaluate the elements of the testing program for baccalaureate completion students;
2. Establish an annual review of procedures utilized in transcript evaluation and credit by examination;

3. Recommend means of improving the study atmosphere or learning environment on campus;
4. Establish honors and awards programs.

All of these functions are designed to encourage excellence in the professional student and ultimately fulfill the Institutional mission of providing a high quality educational program. During the 1983-84 academic year one priority of the committee is to finalize requirements for admission to the baccalaureate degree completion for registered nurses holding diplomas or associate degrees. The degree requirements are, naturally, the same for both generic and completion students, but validation of some professional content for completion students is being examined by the Curriculum Committee. In addition, the committee's goals for the 1983-84 academic year include establishing evaluative methods for the admission and recruitment practices of the College, defining policies and procedures for credit transfer and monitoring of progress of students. This committee, along with others and with administrative personnel, is examining data gathering and analysis methods for the implementation of retention/attrition studies, alumni follow-up studies, and professional success studies. At present, faculty and administrative personnel within the institution are working on the development of a student data base and on automation potential, so that ongoing program evaluation can be focused upon tne College's entrant, processes and graduate.

Historically, analysis of these factors has been conducted through graduate self-evaluation six months after graduation, employer evaluation of graduates, and correlation studies relating ACT scores, licensure exam scores, grade point averages and rank in class. These methods have yielded valuable information about the educational program. However, with the opening of the College, additional and more sophisticated measures of program evaluation are being suggested by the Research and Program Evaluation Committee of the Faculty Organization. Student achievement evaluation methods are to be developed by the Educational Standards Committee over the next several years.

Part of the responsibility of the College in maintaining a sound academic progam is to keep records of student progress through the program. In May, 1983, the faculty approved the method of keeping academic records. This record keeping information has been and will continue to be communicated to students in the Student Handbook.

Student Records. The student's current record consists of basic identifying information, academic records, accident reports, record of release of pertinent information, admissions data, including personal references, and clinical evaluation tools. This record is maintained until graduation from the College.

The graduate's academic record consists of basic identifying information, selected admissions data, academic transcript, final

summary of academic progress, health record, and record of release of pertinent information. Five years after graduation, the health record is destroyed. All other information is retained indefinitely.

The security of student records is an area of concern for the College and is being addressed during the 1983-84 academic year. At present, records are maintained in a fire-proof cabinet, but new record keeping modalities such as microfilm or computer storage appear to offer the College better security. The administrative staff of the College, in conjunction with the Director of Admissions and Financial Aid, is investigating the entire area of student record keeping and security measures.

Student progress is monitored through the office of the Director of Admissions and Financial Aid at the end of each quarter. As stated previously, this office serves in a registrar capacity for students.

Policies and procedures regarding standards for the advancement of students through the program are established. Standards for promotion and retention within the program are clearly defined in the College Catalog and Student Handbook. These practices will be evaluated by the Educational Standards Committee over the next several years.

At present, the students' grading and evaluation policy is based on a standard grade point average: four-point scale where 4.0 is the highest grade ("A") and 0.0 is a failing grade ("F"). A grade of at least 2.0 ("C") must be attained in all courses.

Courses which include a clinical laboratory component receive only one final grade. The clinical component is evaluated as satisfactory or unsatisfactory by the appropriate instructor. If the student's clinical performance is satisfactory, the grade for the course is the theory grade. An unsatisfactory performance in the clinical component of the course results in failure ("F") of the course. Faculty recognizes the importance of high standards in both academic and clinical performance, and therefore places a great deal of weight on the student's application of theory in clinical practice.

The College has established a Student Honors Program which recognizes excellence in education and practice. The Dean's List includes those full-time students who have maintained a 3.5 average for the term. Graduation honors are based on the student's academic career. A student who earns a total grade point average of 3.5 will graduate "cum laude"; of 3.7, "magna cum laude"; of 3.9 or higher, "summa cum laude". Acknowledgement of such achievements is deemed appropriate by faculty and administration to promote a positive self-image to students of such caliber and to instill a desire to excel among all students at the College.

Library Resources

The mission of Mennonite College of Nursing asserts a responsibility to "provide a climate that motivates students to mature intellectually and personally" as well as to "provide resources and facilities to support an educational program of

high quality." In addition, the College's philosophy and objectives repeatedly affirm a value on life-long learning promoted by intellectual inquiry and self-direction. One way by which these aims are supported in the program is through the operation of a library system which expands the College's borders to the entire state. The College believes that student and faculty development are impossible without access to historical and contemporary literature in a variety of formats. Professional literature and materials in all of the arts and sciences must be readily available to meet the objectives of the program for maximizing human potential.

The library system at the College includes the College Library itself, the Health Sciences Library at Mennonite Hospital and various inter-library agreements. The system is managed by the Director of Library Services of Mennonite Hospital Association and is implemented within the College by the Director or Assistant Librarian and student Library Assistants. The Director is an ex-officio member of the Faculty Organization of the College and meets regularly with the Dean to evaluate Library functioning, usage, policies, procedures and collection. During the 1983-84 academic year, the Director of Library Services is a member of the College's Curriculum Committee. One ongoing function of that committee is to "review and evaluate the College Library and media resources as they relate to meeting curriculum needs." Formalized processes for completing that function are presently being identified by the committee. Historically,

significant data concerning the Library usage and services has been collected by an end-of-year survey of students and faculty.

The College Library is located on the ground floor of Troyer Hall. The Library consists of a main study room, an adjoining room for shelving of back issues of periodicals, maps, charts and models, and a group study room. The Assistant Librarian's office is located immediately outside the main study room so that resource assistance is readily available to faculty and students. During the 1982-83 academic year, remodeling of an area adjacent to the Library provided a viewing room for all audiovisual materials. This segregated area allows for individual and group utilization of software and permits some seclusion of the main study room. The Library has a seating capacity for 48 students. This includes five tables with four chairs at each table, 8 audiovisual study carrels, 14 individual study carrels and 2 tablet arm chairs. In addition, there are 4 comfortable chairs in the browsing area and 4 study carrels in the Library stack area. The group study area adjoining the main room has a conference table, chairs and blackboard. This area can accommodate approximately 10 students or faculty persons.

The Assistant Librarian consults regularly with the Library Director, Dean and faculty members on the selection of materials for inclusion in the Library collection. Suggestions for purchase are also solicited from students. The Assistant Librarian relies, of course, on faculty members in selecting materials which are relevant to the curriculum. The Assistant

Librarian checks publishers' catalogs, advertisements in periodicals, accession lists, core lists of books, journal reviews, and also maintains contact with representatives from book publishers in order to update holdings. Books and the vertical file containing specialized materials are evaluated on a continuous basis with special attention during the annual inventory in the Spring. Any book which was missing the previous school year and is still missing is withdrawn.

The Library has a sizeable software collection in addition to print materials. The College faculty participates in an annual preview of selected new software and recommends purchase. Faculty are surveyed at intervals concerning the content, usage and value of various media pieces and retention of those materials is based upon faculty suggestion.

Of over 3,200 titles held by the the College Library approximately 500 are in non-nursing areas. Many of these materials are in the sciences. Also available to the students of the Mennonite College of Nursing is the Mennonite Hospital Health Sciences Library located on campus. It contains books, journals and audio/visual materials in the sciences, medicine, counseling, hospital administration and nursing. Its main emphasis is in the sciences and medicine. The students and faculty have full access to this collection and all services of the Library.

One of the services which addresses the College's concern regarding Library holdings in non-nursing areas is interlibrary

loan. The State of Illinois has one of the most sophisticated interlibrary loan systems in the United States. As a member of this system, the Health Sciences Library can borrow for a student or faculty member any book, journal article or item of audiovisual software available from university and college libraries, other hospital libraries, public libraries, and school libraries. This service essentially makes all the library holdings in Illinois accessible to the College of Nursing students and faculty, including, as a significant example, the over five million book collection of the University of Illinois in Champaign-Urbana. Materials can also be borrowed through interlibrary loan from other states, the Library of Congress or the National Library of Medicine. In essence, any item can be obtained through the state, regional or national interlibrary loan system.

Another means of satisfying the need for materials in non-nursing areas is located in the Bloomington-Normal area. Both the College of Nursing Library and the Mennonite Hospital Health Sciences Library are members of the Corn Belt Library System. This membership provides access to the two local university libraries as well as both public libraries.

Illinois State University, located in Normal, is a state institution serving a predominately undergraduate student population. Milner Library, the university library, has over 850,000 cataloged books and journals and 286,000 government publications--a total of 1,136,00 volumes. Many thousands of

additional publications are available: 44,500 reels of microfilm, 925,00 microcards and fische, 303,000 cartographic items, and a 17,450 collection of records.

A reciprocal borrowing agreement with Illinois State University was formalized in 1982. This allows all those associated with the College of Nursing and Mennonite Hospital to borrow materials from Illinois State University. This collection supplements Mennonite Hospital's and the College of Nursing's collection.

Illinois Wesleyan University, located four blocks from Mennonite College of Nursing, is another source for non-nursing library holdings. This resource center of print and non-print material supports the undergraduate liberal arts curriculum of the University. As with Illinois State University, a formal reciprocal borrowing agreement has been set up for faculty and students.

And, finally, Bloomington Public Library and Normal Public Library have a combined total of over 150,000 volumes. These collections are also available to students and faculty of the College of Nursing. Along with the two university library collections, the public libraries will provide humanities and other non-nursing area library materials.

Between the local libraries and the interlibrary loan system, any materials needed by the College of Nursing students and faculty but not available from Mennonite Hospital resources can be obtained quickly and efficiently. Because of these

excellent resources for non-nursing as well as nursing collections, the faculty and Library personnel have determined that the monies in the College of Nursing Library budget would be best used to expand and provide depth for the curriculum rather than in non-nursing areas.

As was discussed previously, the Library has been evaluated annually by faculty and students through a survey. Areas of evaluation have related to the physical facilities, adequacy of holdings, relationships with the hospital branch Library and the ability of the Library staff to provide service. To date, evaluations have been positive. Staff has been viewed as very helpful, the holdings as more than adequate and the environment sufficiently conducive to study. Two areas of concern identified in the 1982-83 academic year were temperature control in the Library area and a need for increased availability of Library staff to students and faculty. Addressing those concerns for 1983-84, the College ordered a different heating and cooling system for the Library and the Library Director has increased the number of hours that staff assistance is available. As with most libraries, security of holdings remains a constant concern at the College, and various security measures have been implemented through the years. These measures are being evaluated and the problem of text loss is monitored through the Curriculum Committee and the College administration.

In addition to an annual budget for the Library from the Mennonite Hospital Association, the College has benefitted by

being the recipient of grant monies on a regular basis. Since 1975, the school has been awarded seven grants from the Helene Fuld Health Trust. These grants, to date totaling nearly two hundred thousand dollars, have provided the Library with significant amounts of audio-visual equipment, software, models and books. The College anticipates further grant awards to enhance the budget for collection development.

The Library is heavily utilized by faculty and students and is viewed as a vital part of the College. To enhance Library utilization and subsequent professional growth, each new student and faculty member is provided an extensive orientation to the Library's facilities, resources and personnel.

Facilities

Class and Conference Rooms. The Mennonite College of Nursing campus is located on the main campus of the Mennonite Hospital Association. The primary educational facility for the College of Nursing is Troyer Hall. Facilities for teaching include three classrooms on the ground floor of Troyer Hall and one classroom in the Physician's Office Building (POB), which is in close proximity to Troyer Hall. Several conference rooms are available throughout the campus for small group discussions including one on the second floor of Troyer Hall, three on the ground floor of Mennonite Hospital, one in the Library of the College, and one adjacent to the nursing laboratory in the POB. Numerous other conference rooms are available for use at affiliating clinical agencies for further small group activities.

Nursing Laboratory. The Nursing Laboratory consists of four simulated patient care units where small groups can learn and practice nursing skills. It contains up-to-date teaching and health care equipment to facilitate realistic, quality simulated clinical experiences in a laboratory setting.

Clinical Laboratory Facilities. The majority of hospital-based clinical laboratory experiences take place in the three Bloomington-Normal hospitals. Combined, these hospitals offer progressive and diverse services to a service area of 120,000 residents.

The first of these, Mennonite Hospital, is utilized for a wide variety of experiences. A 248-bed hospital, it serves the community through several specialized programs of care: acute, intensive, post-coronary, ambulatory, emergency, rehabilitative, home, adult day care and hospice. It also has a nationally recognized ophthalmology unit.

St. Joseph's Hospital Medical Center is a 180-bed hospital located on Bloomington's east side. A wide range of services are provided including emergency and outpatient care, maternity, pediatric and various medical and surgical services.

Brokaw Hospital, located in Normal, has 256 beds and plays a vital role in providing hospital-based learning experiences in psychiatric, medical, surgical, pediatric and maternity nursing.

Students also gain clinical experience outside the hospital in mental health centers, physicians' offices, social service agencies and facilities for the elderly. The Adolf Meyer Mental

Health Center in Decatur is the major clinical site for student practice in community mental health nursing. In addition, students are assigned to a county health department to obtain experience in nursing clients in the home and other community settings such as schools or industries.

Rolling Stock Room. This room contains audiovisual materials for use in the classrooms. Equipment available includes 16-mm projectors, cassette videotape recorders, a DuKane filmstrip projector, a Kodak Carousel Slide projector and Wollansak synchronized cassette player.

Occasionally, it is necessary to obtain additional equipment. The Department of Marketing and Public Relations of Mennonite Hospital can then be contacted. The inventory includes a slide projector, 16-mm movie projector, cassette tape recorder, synchronizing tape recorder, reel-to-reel tape recorder, overhead projector, 3/4" videocassette recorder and monitor, portable public address system, projection screen, sound/filmstrip projector, slide/sound projector, a slide viewer, and various cameras. All classrooms in Troyer Hall and most conference rooms in Mennonite Hospital also contain overhead projectors for teaching purposes. A photocopier is available for faculty and student use in the College Library.

The College of Nursing Library facilities which are available to students and faculty for education and research have been discussed earlier in this study. The audiovisual hardware available in the Library includes videotape cassette recorder and

cameras, slide-sound projectors, DuKane filmstrip projectors, Film Loop projectors, and audiocassette players.

A Scantron test scorer is available for faculty use in evaluation of test results. Limited statistical analysis can be conducted on this machine. Areas such as content validity of test items, item analysis and mean test scores can be utilized to enhance the test construction abilities of faculty members.

Educational Program

The degree requirements and program of study for the Bachelor of Science in Nursing is presented in the Mennonite College of Nursing Catalog, which is the major document most readily accessible to both students and faculty. The outlined program consists of lower-division study at another college or university and upper-division study on the Mennonite College of Nursing campus. In the College Catalog and in recruitment information, students are directed to apply directly to an accredited college of their choice for completion of lower-division course work.

The educational program at Mennonite College of Nursing may be broadly conceptualized as the curriculum, research and scholarly activities. Early in 1981-82, as the Board and faculty announced the intent to establish a baccalaureate program in nursing, program goals were developed in order to give philosophical direction to the development of the program. The program would enable the graduate:

1. To utilize a liberal and professional nursing education in socially beneficial activities and to contribute to the advancement of the profession;
2. To assume leadership roles in the profession of nursing;
3. To value learning as a life-long process for personal and professional development;
4. To value spiritual, physical and mental health for continuous development of the self.

The educational experiences available to students and faculty for quality learning/teaching, research, and other scholarly activities at this Institution are many and diverse, and some are still in the process of being developed.

Curriculum. The faculty of the College developed a curriculum which reflects the most current baccalaureate literature and appears to represent the State of the Art in baccalaureate nursing education. During the development process, a nationally recognized content specialist in professional nursing education served as consultant to the Institution as faculty designed the curriculum from mission and philosophy to individual course content outlines. The curriculum was constructed utilizing sound curricular theory and is formed around a philosophy and framework consisting of ten key concepts which comprise the core of professional nursing. A detailed description of the curriculum can be found in Baccalaureate Nursing Curriculum, 1982. The discussion presented here focuses upon the rationale for the particular educational model implemented by the Institution.

Mission and Philosophy. The mission and philosophy of Mennonite College of Nursing mandate the provison of a quality baccalaureate nursing education in a context of basic religious and human values that give deepest meaning to life including:

1. Respect of all of nature;
2. Affirmation of the dignity of all persons;
3. Recognition of the wholeness of Man; and
4. Promotion of a life of peace.

These values are evident in the College's philosophical statements, program goals and terminal objectives and provide direction for curriculum developments.

Terminal Objectives. Terminal objectives, or student outcomes, intend to enumerate the knowledge, skill and abilities of the student at the completion of institutional study. The graduate of the College is designed to be a clinically competent beginning practitioner of nursing who is prepared for current and future practice as well as further graduate study. A variety of written and other expert sources provide direction as to the end product of a baccalaureate nursing education.

After extensive research, the faculty affirms the following objectives as abilities expected of graduates upon completion of the program:

1. Incorporate theoretical and empirical knowledge of Man from the humanities and sciences into the practice of professional nursing;

2. Evaluate the interaction of the internal and external environment to promote the integrity of Man;
3. Promote wellness in Man through collaboration with colleagues and clients in response to the changing needs, demands and capacities of society;
4. Assume responsibility and accountability through the application of knowledge, attitudes and skills consistent with professional nursing;
5. Utilize the nursing process as a model of decision-making for providing health care to individuals, families and communities;
6. Communicate effectively with clients and the health team to improve health care;
7. Incorporate research from nursing and related fields into the practice of professional nursing;
8. Facilitate the development of self and clients throughout the life cycle;
9. Assume the role of teacher-learner to meet the needs of self, individuals, families and communities;
10. Employ concepts and theories of management to assist self and clients in the achievement of goals.

These terminal objectives as well as the program goals are printed in the College Catalog.

With the development of a conceptual framework and terminal objectives, level objectives determine progression through the program of study. Level objectives are much more specific in

terms of desired behaviors to be demonstrated by the student. These behaviors are inherent in the more broadly stated terminal objectives. To assure an orderly progression of behavior, the faculty systematically utilize a map for the Level I, II, and III objectives related to each key concept.

Level objectives follow a logical sequencing from the simple in Level I to the complex in Level III. Several taxonomies of cognitive, affective and psychomotor objectives serve as primary resources in determining appropriate developmental behaviors. From level objectives, course objectives and content outlines are developed.

Curriculum Design. Two factors identified in the 1982 Feasibility Study were viewed as essential in establishing a successful program. These factors were: a) that required lower-division courses must be available at other colleges and universitites in Illinois and, b) that upper-division study should not exceed two academic years. These were considered essential in establishing the curriculum design.

The curriculum design identifies and sequences course requirements so that learning activities are structured throughout the program. There is a balance among general education, the humanities, support courses and professional courses to ensure breadth in the educational process. A "building design" is in place consisting of two years of general education fcllowed by two years of the nursing major.

In determining the length of the academic period, two systems are classically used--the quarter and semester system. The faculty examined content in terms of weeks of study to be allotted and found a semester system unsuitable to sequencing of content and to keeping the nursing curriculum within two academic years. Therefore, the quarter system was adopted. Courses for Level I are offered in the first quarter, Level II courses are offered in quarters two, three and four and the advance Level III courses are given in quarters five and six.

The 1981 Feasibility Study identified students that were likely to be drawn from specific geographic areas. For this reason, cooperative relationships with regional colleges were established for purposes of providing lower-division courses and academic advisement to students seeking a bachelor of science in nursing degree. These colleges are identified in the College Catalog on pages 14-20.

Lower-Division Courses. A philosophy for selection of lower-division courses can be summarized in the two following statements. Requirements of English composition, speech, philosophy, psychology, sociology, and growth and development have been selected because they present content relative to understanding Man as a rational and spiritual being. Study in microbiology, anatomy and physiology, and chemistry have been selected to foster comprehension of biologic Man and the environment.

Lower-division study must meet two curriculum requirements. The first is provision of a liberal background for self-development. This is strongly supported by the Mennonite College of Nursing mission, which includes maximizing the potential of the total individual. For this reason, one third of lower-division requirements are electives.

The second curriculum requirement lower-division courses must meet is to serve as the foundation for the professional nursing education. Courses in composition, speech and philosophy are considered to be essential for further development, as communication theory is stressed throughout upper-division courses. Study in microbiology, anatomy, physiology and chemistry form the basis for comprehension of pathophysiology, pharmacology, and the principles and practices of nursing science. An introductory course in statistics is required for upper-division study of research. Finally, courses in psychology, sociology and growth and development are central to understanding the nature of human response, the very phenomenon which nursing treats.

Upper-division Courses. The nursing major is studied in the upper-division courses, a position widely supported in baccalaureate education. The inclusion of several courses in the upper-division and the sequencing of courses deserves special comment.

The sequencing of content in the nursing major is based upon the following assumptions. First, content should reflect the

level of difficulty that is required in the use of that content for practice. Second, content which is projected to be most frequently utilized within the discipline and requires practice should be explored early in the program. Finally, content that requires more synthesis involving a breadth of knowledge should be near the end of the program of study. With such a basis, the student progresses from data description and categorization, through principles application and response prediction to critical thinking and evaluation.

The upper-division course content builds heavily upon the liberal arts and sciences background of the student. An introductory professional knowledge base is formulated in Level I courses. Content basic to all nursing is covered in this Level. Level II content provides the student opportunity to utilize basic skills and knowledge and expands upon Level I foundation in a variety of professional settings as well as in the classroom. As the student progresses through Level III, critical thinking, problem solving and evaluation are emphasized, while previous knowledge and developing skills are synthesized.

Several courses are offered in the College which have some degree of uniqueness and demonstrate a commitment to the implementation of certain principles in the Institution's mission and philosophy. First, the courses entitled Personal Effectiveness on Levels I and II are designed specifically to enhance the development of the student as a person. This commitment to the maturing process of the self is realized ultimately as enhanced professional effectiveness.

Second, the course Religion and Health offered in Level II is designed to foster development of the total individual based on the belief that a person has purpose as reflected in Christ's ministry. This belief has direct application to the development of a professional practicing in a society in which a variety of religious beliefs are professed.

A third course which is somewhat unique in nursing education programs is Gerontic Nursing found in Level III. This course which deals solely with the needs of the aging population was determined to be essential by the College faculty since the geriatric sector is the fastest growing population segment. In addition to the significant growth of this group, special needs which are worthy of study by the health care professional are evident within this segment. Most baccalaureate nursing programs incorporate gerontic content in regular clinical nursing courses. However, the faculty of Mennonite College of Nursing place special emphasis on meeting the health care needs of this group.

Finally a nursing independent study option for students is a transcultural experience in which they may elect to study nursing and health care in a variety of world-wide locations. Students in the Diploma program had a similar opportunity through the Summer Services program. Geographic locations such as England, Japan, Germany, Haiti and the Kentucky Appalachian area have been clinical sites for students. An experience such as this offered to students is an affirmation of the College's commitment to the uniqueness of the individual in a cultural context.

Faculty have expressed concern that the academic load may prove burdensome in Level I. During the first offering of Level I, the faculty have made accommodations whenever feasible so that content in several courses is complementary. In addition, first level faculty has closely monitored mastery of content with written exams and clinical laboratory performance. The Curriculum Committee will be accountable for evaluating the whole of Level I course offerings and for making recommendations for necessary revisions. This committee evaluation is targeted for early January, 1984.

Instructional Methods. Several instructional methods were included in the development of the program. These have been categorized primarily as classroom and clinical learning activities in the previously described Baccalaureate Nursing Curriculum.

The Institutional philosophy is supported by these methods in the belief in the individuality of the learner. Individuals learn by a variety of methods, such as group discussion, individual instruction, clinical experience, and self-paced instruction. In addition, the student is encouraged in self-development through the Personal Effectiveness courses. The faculty support the use of a variety of methods to improve professional care and encourage creativity on the part of faculty, students and professional peers to achieve the institutional goal of providing leadership in improvement of health care.

Curriculum Committee. The Curriculum Committee of the College Faculty Organization is charged with the responsibility of implementing and evaluating the educational goals of the Institution as well as recommending changes or policies in the curriculum. The function of this committee related to the Library has been discussed previously in this document. Other specific committee functions are:

1. Review and recommend changes in the educational aims and objectives of the College;
2. Establish and review guidelines and procedures for granting academic credit for courses--lower-and upper-division;
3. Review, evaluate and recommend proposed changes in the curriculum;
4. Evaluate and recommend degree requirements;
5. Evaluate and recommend improvements in curriculum design;
6. Recommend the academic calendar to the Dean.

This group is in the process of developing evaluation mechanisms for the entire curriculum. To date, instruments have been developed for use with student clinical evaluation and for course evaluation. These will be validated and modifed during the first several years of the program.

One major task of curriculum development faces the committee in the academic year 1983-84. This task is to finalize the curricular design and plan for a baccalaureate completion program to be implemented in the Fall of 1985.

The 1981 Feasibility Study speaks to the anticipated adequacy of both clinical and nonclinical resources. Since that study, nursing laboratory facilities have been expanded and relocated, Library space has been expanded to provide increased audiovisual use and study area, small conference room space has increased and classrooms have been made available for use in Mennonite Hospital.

Research and Scholarly Activities. The program goals and terminal objectives are drawn from the mission of the College with respect to an emphasis on these areas: education through academic and experiential learning, research as a process of increasing knowledge and enhancing learning, and involvement in professional and community activities (service) as a means of relating meaningfully to others for the benefit of humankind. These three critical areas are included on each level of the nursing curriculum and serve, as well, to direct faculty efforts.

The mission of the College of Nursing states that the College recognizes its responsibility to motivate students to grow intellectually, and to encourage faculty to participate in and contribute to research and scholarly activities for the advancement of nursing. The College also believes that nursing as a profession means fostering the development of nursing theory through research. In order to support this tenet, the concept of research has been integrated into all three levels of study. The first level introduces students to nursing theories and identifies the role research plays in substantiating nursing

theories. Introduction to research resources available in the library is also included at this level. Students are encouraged to begin reading research journals in order to establish professional study habits. The second level of the nursing curriculum incorporates research by discussing current research in related content areas. Students are required to review current literature, critique research articles in current professional journals, and are given an opportunity to investigate a mini-research project. The course, Nursing Research, provides a basic understanding of the research process and its relationship to the establishment of a theoretical base for practice. The course prepares the undergraduate nursing student to be a knowledgeable consumer of research and fosters an attitude of inquiry. The third level of the curriculum builds upon this foundation to include the critiquing of research articles, and the option to investigate a research topic.

As part of their workload, faculty are also personally committed to conduct and disseminate research and other creative projects. This particular component of a faculty member's responsibilities is evaluated jointly with effectiveness as a teacher and a service participant. The evaluation criteria utilized in assessing an individual's performance are identified in the Faculty Handbook. Several acceptable mechanisms for faculty demonstration or research efforts are also given. A faculty member's research or creative work is evaluated in terms of its quality and its significance to the particular discipline of the faculty member.

Research and Program Evaluation Committee. In addition, the College has demonstrated a commitment to research through the establishment of the Research and Program Evaluation Committee. This Committee was established by the Faculty Organization in May, 1983. It is composed of several faculty members, students, and the Dean and Assistant Dean for the academic year 1983-84. The committee's purposes are found as part of the Faculty Organization bylaws in the Faculty Handbook and include the following:

1. Appraise and evaluate the educational program of Mennonite College of Nursing:
   a. To assure attainment of program objectives and the College's mission;
   b. To identify areas within the program needing modification;
   c. To recommend areas of study to enhance program effectiveness.
2. Contribute to the advancement of nursing science research.

With these purposes in mind, the committee developed the following functions:

1. Establish and review general evaluation guidelines which facilitate program self-study;
2. Establish a schedule for evaluation;
3. Provide individual programs and committees with necessary support and advice in all phases of self-study activities;

4. Recommend policy related to institutional data collection and its impact on program evaluation;
5. Analyze and interpret results of program evaluation for the purpose of recommending modifications;
6. Utilize faculty interest and expertise to identify areas of research in nursing;
7. Serve as a resource committee for individuals and/or groups pursuing research;
8. Establish and review protocols for reviewing and approving research proposals;
9. Establish and review policies and procedures designed to protect human subjects in the research process;
10. Gather and dispense information on institutional and non-institutional research support services.

It is evident by the functions stated, that this committee is responsible for establishment of the research "policies and procedures" for Mennonite College of Nursing. The process will include compilation of data from various universities and colleges in surrounding areas, followed by the development of policies and procedures to be approved by the entire Faculty Organization. As explained previously in this document, this group has served as a steering committee for the present study.

In addition, two of its primary goals, at present, focus on establishing protocols for institutional review of student and faculty research proposals, and examining ways to encourage participation in research by students, faculty, and administration.

Program Resources. The resources available for teaching, research and scholarly activities will be reviewed and developed in future academic years. This institution in past years has received seven grants from the Helene Fuld Health Trust. Designated specifically for the "health and welfare of student nurses," the grants have assisted in refurbishing the residence, classrooms, and offices. These improvements of physical facilities have created a more attractive and effective teaching environment for faculty and students. The physical fitness equipment, van, and a vast majority of the simulation equipment in the Nursing Laboratory were also provided by these grants. The Library has received significant funds through these grants for the purchase of additional books, software, and hardware, all of which promote excellence in teaching, learning, and research. Further support from this financial resource is being solicited.

Mennonite College of Nursing is affiliated with the Mennonite Hospital Association which also supports quality education and research. The Mennonite Health Care Foundation, which is an entity of the Association, provided the College with grant monies in the 1981-82 academic year for curriculum development. This evidence of commitment to quality education and research is anticipated to be ongoing.

Library and research facilities accessible to students and faculty for scholarly activities, research, and teaching include 1) the Library at the College of Nursing which houses journals, reference books, texts, indexes to journals (e.g., Cumulative

Index to Nursing Literature), and much software, 2) the Health Sciences Library of Mennonite Hospital which contains additional journals, especially medical journals, the Index Medicus, and access to computer data bases at the National Library of Medicine's Medline and DIALOG, and 3) the Eureka Hospital Library. Besides these resources within the confines of the Mennonite College of Nursing campus, students and faculty have extended borrowing privileges from libraries described earlier in this document.

Because of the close proximity of Mennonite College of Nursing to other university libraries, students and faculty have an expansive resource from which to draw for the review of literature necessary in research and teaching. The various clinical facilities available within the Bloomington-Normal community also offer many opportunities for scholarly activities as well as providing settings in which applied research may be investigated. Even when research was not a priority for faculty members within the Diploma program, many individuals engaged in collaborative research with faculty from other institutions and community agencies. Faculty members have also availed themselves of computer services at Illinois State University for data analysis.

As discussed previously, the Faculty Evaluation and Development Committee is presently formulating policies for standards of teaching and scholarly activity. One of its primary purposes is to develop guidelines and implement policies,

procedures, and programs which will enhance the professional and personal developmnt of the faculty and recommend institutional improvements and changes necessary to accomplish these goals.

Each faculty member, by virtue of appointment to faculty status, is obligated to establish and maintain a quality educational program where excellence in instruction and learning is possible. Likewise, the students accepted into the College of Nursing program are also made aware very early in the recruitment and admissions process, and again, early in the first level of the curriculum of the College's mission and philosophy, which stress excellence in the pursuit of learning and service to humanity. Students are motivated toward developing independent thinking, learning and critical decision-making throughout the curriculum.

Financial Resources

History. During the past 64 years the Mennonite Hospital Association has provided varying levels of financial support for the nursing education program. In 1973 the Board of Mennonite Hospital School of Nursing made the decision to develop an educational institution with its own sound financial base for operation. The underlying policy was that as the educational institution became increasingly more self-supporting, the students would pay a fair share of the cost of their education. Today, income from tuition and fees offsets 100 percent of the direct cost for operating the College of Nursing. Ultimately the goal of Mennonite College of Nursing is to generate revenue

sufficient to cover all costs of operation including direct, e.g., salaries and supplies and indirect, e.g. physical and support services provided by the Mennonite Hospital Association.

Sources of Revenue. Revenue for the operation of the College of Nursing is obtained from tuition, fees, grants, and gifts. Costs unmet by these sources of revenue are subsidized through the annual transfer of funds from other entities within the Mennonite Hospital Association. Annually, two grants are received from the Illinois Board of Higher Education. In addition, grants are sought to supplement the existing resources. For example, a grant from the Department of Health, Education and Welfare was received in the amount of $89,951 to revise the Diploma curriculum. Furthermore, seven grants have been funded by the Helene Fuld Health Trust since 1975 for a total of $191,681. These grant monies have been used to improve the furnishings of the educational and residential facilities and to augment instructional resources. Currently a grant application is under consideration by this Trust for the acquisition of computers for use by students, faculty, and administration.

In anticipation of the future financial needs of the College of Nursing, a public relations program was established in 1981. Under the guidance of a professional consultant in higher education and in collaboration with the Director of Development for the Mennonite Hospital Association, a specific long-range development plan has been implemented. The purposes of the plan are to broaden the College's constituent base and to develop new

sources of financial support. The short-term goal is to raise money for student scholarships and the long-term goal is to build an endowment fund to help support the operation of the College.

During the past two years the development efforts have involved three groups, College Board members, Alumni, and the Friends of Mennonite College of Nursing. Collectively these groups have raised $265,893 in received and deferred gifts. During this period additional public relations activities included hosting a series of breakfasts for local bankers and businessmen to inform them about the new baccalaureate program.

Once the College is accredited, emphasis will be placed on securing matching gifts from business and industry. Future plans also include organizing a parents group, soliciting local businessmen for annual contributions, and expanding the membership of the Friends group. It is anticipated that these various efforts will ultimately result in estate bequests for the College of Nursing. One deferred gift in the amount of $224,000 has already been received by the College of Nursing.

The Mennonite Hospital Association initiated a formal development program in 1965 with the employment of a full-time development officer. The first development effort resulted in raising $1,000,000 for construction purposes. The record for the development program has continually improved through the years. During the past nine years the development director has raised $4,000,000. Contributions average in excess of $500,000 annually. In addition, $10,000,000 has been acquired through estate planning and deferred gifts.

In January of 1980, the Mennonite Health Care Foundation was established to provide financial assistance for organizations within the Mennonite Hospital Association. Any of the seven organizations can apply for funds in the unrestricted account. To illustrate, the College of Nursing received a grant of $26,000 to provide released time for faculty to develop the baccalaureate curriculum. Furthermore, the Foundation handles gifts and estate bequests for the College through a restricted fund account.

Management of Finances. The Board of Trustees defines the fiscal philosophy for the Mennonite Hospital Association. The philosophy recognizes the need to develop a balanced budget for the Association which supports the mission of the Association. This mission states in part:

> It is the mission of the Mennonite Hospital Association to remain responsive to the changing health needs within its service area, growing and changing in appropriate ways to meet those needs, and in doing so, intentionally placing itself in the challenging position of maintaining financial viability on one hand, and at the same time offering services which will meet human needs, but which may not be financially self-supporting.

The "Articles of Organization" of the College Board serves as the foundation for the financial management system which

supports Mennonite College of Nursing. The system includes Board and administrative policies regarding levels of fiscal responsibility and decision-making, procedures to assure adherence to accepted accounting practices, and mechanisms for reporting financial assessment and control.

Those directly involved in the financial decision-making process are the following. College administrative staff and faculty make recommendations regarding instructional needs and auxiliary enterprises. The Dean and President, who are involved at all levels of financial management, then make recommendations to the College Board. The Board evaluates all financial matters and makes recommendations to the Board of Trustees. The Finance Committee and the Executive Committee of the Board of Trustees review the financial status of the College as an integral part of the overall financial status of the Mennonite Hospital Association. The Board of Trustees carries the legal responsibility for the fiscal operation of the Mennonite Hospital Association and the College. Finally, the accounting firm of Peat, Marwick, and Mitchell is under contract with the Mennonite Hospital Association to provide auditing services and consultation on financial matters.

College Allocation and Budget. Established policies provide direction for the financial management of the College including: the process for budget preparation and approval, capital equipment planning and acquisition, capital improvement planning and expenditures, and the generation of revenue from tuition, fees, and other sources.

The financial needs of the College are based upon its mission and goals. Annual program goals of the College are developed in advance of an annual review of the financial status and determine the allocation and reallocation of resources on a short-term basis. To illustrate, a major change in policy occurred with the decision to offer a baccalaureate program and phase out the diploma program. With this decision came the loss of access to federal financial aid for students until accreditation by the North Central Association is achieved. The change in policy resulted in a need to include in the financial program for the College a student loan program financed by the Mennonite Hospital Association. This loan program was viewed as essential to the recruitment of well-qualified applicants whose financial state may otherwise prohibit admission to the College.

As a single-purpose Institution, Mennonite College of Nursing does not anticipate at this time focusing on new programs; instead it intends to focus on ways of enhancing the existing nursing program. This is accomplished by providing a quality faculty and appropriate instructional support services to achieve stated goals. For example, on a short-term basis the financial program provided for a full complement of faculty to offer the curricula for the diploma and the baccalaureate nursing programs despite the anticipated decline in student enrollment during the transition period. One way to strengthen an existing educational program is to encourage the professional development of the faculty. The Institution provides such benefits as

tuition reimbursement and sabbatical leaves. On a long-term basis the financial plan includes additional faculty to implement the proposed degree completion program for registered nurses.

The College of Nursing utilizes several means of assessing its financial status. On an annual basis, an audit is performed by the Peat, Marwick, and Mitchell accounting firm. The audit report and their managment letter are submitted to the Board of Trustees of the Mennonite Hospital Association

Another means of assessing the financial condition is a series of monthly activities to maintain a current understanding of the Institution's financial status. The President and Dean of the College receive monthly reports of revenue and expenses. These reports are summarized for the College Board and the Board of Trustees. A monthly meeting is also held of senior management for the Association at which the President, Dean, and Chief Financial Officer review the current and projected financial status of the College as a part of a review of the overall financial status of the Association. The monthly monitoring of revenue and expenditures permits adjustments in allocation of resources to be made on a timely basis. Any major adjustments in the allocation of expenditures and resources are approved by the College Board and the Board of Trustees.

On a quarterly basis a pro forma cash flow statement is prepared for the Association and presented to the Board of Trustees. The revenue and expenses for the College are a part of this statement.

A review of expenses and revenues for the year precedes the planning of the pro forma revenue and expense budget for the coming year. The review helps plan for any needed changes in tuition and fees for the next year and for determining fund development requirements. The year-end review also aids in updating the long-term financial plan for the College. The historical financial information is shown in Attachment #2 on Data Form D, Part 1 and Part 2. Following this information is a table which depicts the long term financial projections.

The College has no major indebtedness. Major indebtedness for Mennonite Hospital Association is based upon the 1981 issue of a revenue bond series for the purpose of constructing a medical ancillary wing to Mennonite Hospital. The Association holds an A bond rating as assigned by Moody's and Standard and Poors.

V. CRITERION THREE

The institution is following realistic plans to acquire and organize any additional resources needed to accomplish its stated purposes.

Assessment of Outcomes

Areas of Strength. After reviewing the program of the College and some of the plans for future development, the faculty has concluded that there are numerous areas of strengths in the College. Utilizing these strengths as a basis for growth will enable the College to maximize its potential in the following years.

One of the strengths of the program is the well-constructed and academically-sound curriculum. The curriculum is based upon a strong science and humanities foundation and builds logically in professional content. The Illinois Department of Registration and Education's Committee of Nurse Examiners approved the curriculum without a single recommendation for improvement. Although not fully implemented to date, the program is functioning well and has been positively evaluated by students and faculty. Since the lower-division course work may be taken by a student at any accredited college or university, the curriculum model is viewed as cost containing for students. Mennonite College of Nursing tuition and fees are comparable to

other professional schools. Professional education is expensive. But allowing students to complete lower-division work in a less costly environment, the curriculum model used by the College may allow students to receive a professional education when they could have found other settings cost prohibitive. Implementation of a professional curriculum within the context of a structure that includes multiple hospitals and varied health care facilities makes accessibility to clinical practice sites a particular advantage. Readily available clinical resources and client populations enrich the students' expanding knowledge base with direct application.

A second major strength of the College is its educational heritage. Since the College is being developed by an institution which has operated a diploma school of nursing for well over a half century, many of the problems of establishing new programs can be avoided. For example, the Institution has a good working knowledge of financial aid programs for students. A sound financial base allows for future growth. In addition, student services have been in place for many years and need only revision and philosophical redefinition for a new program. In essence, then the College has successfully operated an educational institution before embarking on the development of a baccalaureate program. Those years of experience are very valuable for the managing of the Institution, but they are equally important in terms of long-standing relationships with other educational institutions throughout the United States

and with specialized accrediting bodies. These relationships provide a support network as well as springboards to relationships with additional institutions and professional organizations.

Since the institution has been in operation for 64 years, a good recruitment program has been established. The primary marketing area is Central Illinois at this time, but it is anticipated that as the students complete lower-division courses at a wide variety of undergraduate settings, the College will attract students from a broader geographic area. The recruitment program allows the College to remain competitive in the marketplace and serves as one mechanism by which the College's administration can be kept aware of educational trends across the nation. Interaction among admissions officers of other institutions and the College's staff is viewed as a positive way in which communication lines are open to colleges and universities throughout the country, but particularly in Illinois.

Another strength of the Institution is the cooperative relationship which exists between the College and seven other colleges and universities. This relationship is obviously beneficial to Mennonite College of Nursing in several ways. It allows students from a variety of backgrounds and geographic areas to begin an academic career in an area of their choosing while receiving advisement from the start of that career in preparation for entering the College's professional program.

This academic advisement assures the student that lower-division courses taken at the cooperating college will be approved for transfer into the College and allows for streamlining the student into the upper-division. In addition, the cooperative relationship encourages inter-institutional sharing of ideas in higher education and provides faculty and administrators a colleagueal forum for discussion of academic standards. This mutual sharing of ideas is particularly valuable to the College at the present state of development. The College is able to draw on the history and experiential base of other institutions in higher education and at the same time facilitate an understanding of professional education in the cooperating institutions.

The College is fortunate to have a highly qualified faculty to begin the program. The faculty has a commitment to the Institution's model for professional education and offers an appropriate balance of experience in teaching and clinical practice. There is little concern at this time about faculty recruitment in the future. With several graduate schools of nursing in the immediate geographic area there appears to be an adequate supply of prepared nursing educators. In addition, the College is committed to recruiting faculty, as needed, on a nation-wide basis.

The College possesses a genuine strength also in the area of student services. With two highly qualified and experienced persons as the Director of Admissions and Financial Aid and the Director of Counseling Services, the student services area is

well managed. Again, the Institution has a history of offering a variety of student services since its origin. The program has involved a transcultural summer service experience in the diploma school and this opportunity continues and has been strengthened in the baccalaureate program as an independent study option. This is one way in which the school's experience has been beneficial to students, but it also demonstrates the philosophical reorganization which has been an important part of the transition from a diploma school of nursing to a baccalaureate program. The student services area also contains an active student organization in which community service is stressed. For the two-year transitional period as the diploma students and baccalaureate students are serving together in the student organization, several changes are anticipated so that when the organization is totally baccalaureate in nature a slightly different focus will occur. Community service will still remain of importance for the student organization, but professionalism and leadership will take on new significance in concert with a modified mission and philosophy. Other areas within the student service area are anticipated to remain strong and perhaps be strengthened by the addition of a faculty committee to deal solely with the area of student life.

The College's present student body is an Institutional strength also. Although small in number, the student body is highly motivated, mature, and very positive about their experiences to date. The two groups of students, representing

both the baccalaureate program and diploma program, work and live together harmoniously. This integration was a concern for faculty and administration and, at this time, a very positive relationship exists between the two groups of students. Over the next several years the College realizes that a changing student population will bring older students, more career changers, and need for more flexibility in the scheduling of courses to meet "nontraditional" student needs. The College has been fortunate to have had experience with this type of population change in the last years of the diploma program and is well prepared to meet the needs of that group.

A final identified strength of the College is the organizational structure within which the College functions. As part of the Mennonite Hospital Association, the College receives supportive services from areas such as development, marketing, and a health-care foundation. Although these areas do not meet the total needs of the College they are able to provide some leadership, and the coordination of certain efforts to enhance the College functioning. The College administrative staff and faculty are also able to take advantage of the expertise of departments within the two hospitals and other entities of the Association in clinical and non-clinical services. The organizational structure also includes a very supportive College Board charged solely with directing the educational program. This Board is directly responsive to the needs of the College and only peripherally deals with the Association as a whole. As

noted previously in this document, the Association Board of Trustees has historically supported every College Board decision or recommendation. This positive attitude toward the College affirms the kind of support generally available to the College as an educational institution.

Internally the College also shows a strength in the Faculty Organization. The faculty is able to conduct business efficiently and productively and is able to communicate with the College administration and students. The one area which may be altered in future years is in student services, which is related organizationally to faculty in several ways, but not directly as a faculty committee concern. As the student population grows, the need for faculty responsibility in student services, may necessitate an organizational revision. However, at present the organizational structure is operating well and procedural mechanisms for implementing group decisions are being established.

Areas of Limitation. The study of the College's present functioning also yields deficiencies of which several were anticipated at this stage of development. For example, although planners of the program recognized a need for instruments for program evaluation to be established at the time of implementation, time constraints prevented a thorough investigation of the area. It is one of the Faculty Organization Committee functions and is being studied throughout the year. There are some mechanisms in place to evaluate certain segments

of the program, but a thorough systematic plan for overall program evaluation needs to be developed.

Another limitation pertains to the very mission of the school. Since the College is single purpose and only upper-division, there is no system established, to date, to ensure that Mennonite faculty will be able to relate colleageally with faculty from other disciplines. To assist with this need for interdisciplinary mix, faculty are urged to utilize guest speakers from other fields in their courses, and several courses within the curriculum may be taught by non-nursing faculty. However, this is not sufficient exposure for adequate development of faculty and students and other means need to be investigated. Several suggestions presently under investigation are to encourage faculty membership in faculty groups at neighboring institutions, to plan joint conferences or seminars of Mennonite nursing faculty and non-nursing faculty from other institutions and to regularly invite faculty in other disciplines to provide colloquia. Dialogue between nursing faculty and those outside the profession is viewed as essential for faculty growth. Mennonite College of Nursing faculty are able to exchange ideas on a regular basis with faculty members of the clinical pastoral education program within the Mennonite Hospital Association. Administrative personnel meet collegeally with faculty and staff from the cooperating colleges also.

Students also need exposure to students in disciplines other than nursing. While the College recognizes that the liberalizing

effects of the student's first two years are significant, it also recognizes a need for students regularly to interract with persons from other fields. Much of this can be accomplished within the clinical setting as students work closely with students in pastoral care, radiology, social work, and administration. Informal mechanisms for student interaction are being investigated during the next several years.

Though the College has a sound financial base and has a realistically sound financial future, in order to be more financially independent and to remain competitive in the marketplace, the College needs to expand its development program. Tremendous strides have been made in development efforts of the Institution over the last two years. A very active Alumni Association has been reorganized and mobilized for encouraging alumni contributions. To date, over $15,000 in scholarship monies were collected by that group in one year and an $18,000 goal has been set for the present year. In addition, community persons and business leaders are being solicited for College support. Although these efforts are valuable and have provided significant scholarship monies, the results do not meet the demand for additional funding. Development efforts are primarily coordinated through the Dean and Assistant Dean with the assistance of an expert consultant. Since this effort is organizationally difficult to maintain, the College needs to examine ways of coordinating a successful development program.

Another weakness of the Institution lies in the area of graduate follow-up services. Very little has been done, to date, to assist with graduate placement after the initial position and to study graduate employment over the years. This area is under investigation by the College and a project should be operating by the end of the academic year 1983-84. A more sophisticated system should be ready at the time of the first class's graduation. A placement service has been only minimally needed in the diploma program but will necessarily take on more significance as baccalaureate graduates have more employment opportunities. It is anticipated that as the College begins to admit degree-completion students, placement services and evaluation of graduates' positions will be even more important. Historically, students have benefited from an extensive program to prepare them for a first position. This occurred through the Counseling Services provision of a career development series.

Faculty at the College have a tri-fold workload as described several places in this document. However, their teaching responsibilities are of utmost importance. This fact should not hinder the development of a professional theory base, and faculty should have the opportunity to conduct research and publish their work. Faculty recognized that as the College was being developed, most efforts needed to be directed to teaching and institutional service. Encouragement for conducting research and publishing scholarly work should evolve. Continual faculty development must be a priority of the Institution in order to

maintain excellence in its faculty. Plans for enhancement of faculty need to be finalized.

A final limitation to the program as it exists presently is the curricular approach which restricts students to a full-time course of study. Flexibility of scheduling must be a priority in the ensuing years in order to accomodate students who represent the changing population. Schedules which allow working persons, older students, and students with families more options are presently under investigation by the Curriculum Committee.

Areas Requiring Monitoring. A review of the self-study also provides faculty with a general overview of areas which, while not identified as either strengths or limitations, appear to warrant monitoring over the next several years. Some of these areas have been identified in other portions of this work but are restated here as needing special emphasis and evaluation as the program is implemented.

Previously recognized as a program strength was the organizational structure. At this time the structure is operating without difficulties and has been an effective, efficient system. However, because of the complex nature of both the internal and external organization, the system will require assessment over time to determine its ongoing workability. Since Mennonite Hospital Association is comprised of seven entities, how interrelationships affect the College must be studied longitudinally. Likewise, the Faculty Organization structure has provided faculty with an effective means of conducting business

and establishing the program. The appropriateness of that structure for long-term use must be assessed.

A second area requiring attention is the faculty workload policy. As noted previously, this policy was formulated using data from other institutions and the formula devised for the College must be validated using data collected from Mennonite.

A third area of concern relates to the policies and procedures utilized for faculty appointment and promotion. These have been noted several times wihin this document. Standards must be measured and compared to those of other institutions of higher education. In accord with monitoring of both the workload and promotion policies, the accuracy of projections for faculty and staff needs must be evaluated as the program is developed. Faculty-student ratios are significant, and the task at hand is to attempt to validate the most appropriate ratios considering student, faculty, economic, and clinical resources.

A fourth area to be monitored is the admission requirements. These requirements were determined by using acceptable standards set at a variety of colleges and universities and by utilizing research aimed at predicting success in professional programs. The appropriateness of these admission standards can be measured only after the College can evaluate its graduates.

A final area needing ongoing assessment is the adequacy of clinical experience for students. Presently there appears to be adequate resources for projected student enrollment. However, the adequacy of those resources must be continuously evaluated as

the student population changes. In addition, resources are allocated among all nursing programs in the area and ongoing collaboration with others utilizing clinical sites is a priority for the College.

VI. CRITERION FOUR

The institution has the potential to achieve accreditation within the candidacy period.

Mennonite College of Nursing is accomplishing its immediate purposes in initiating a baccalaureate program in nursing. Over the next two years the College will focus efforts on establishing a degree-completion program, increasing development efforts and receiving regional accreditation by the North Central Association and specialized accreditation by the National League for Nursing.

An institutional self-study has been completed, and institutional strengths and limitations have been identified. An organizational structure is in place, and resources have been gathered to build upon the strengths of the institution. Areas necessitating ongoing evaluations have been identified. The College admitted its first students in September, 1983, and the class will graduate in June, 1985. At that time accreditation by the North Central Association will be sought. Mennonite College of Nursing will continue to provide evidence that its program is being systematically evaluated and that it is accomplishing its mission of providing a quality baccalaureate education.